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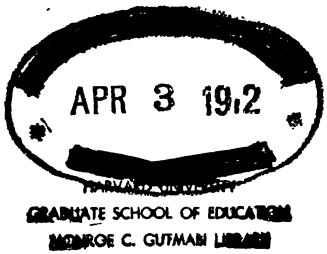

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THE INTERNATIONAL COMMITTEE OF YOUNG MEN'S
CHRISTIAN ASSOCIATIONS

PREFACE

This book is to succeed "Educational Work for Men," issued in 1902 and which went out of print in 1910. It represents twenty growing years of Association experience in all kinds of Associations, small and large, and among all kinds of men and boys.

It is designed to be brief, yet reasonably full of detail in method so that by it:

(1) Any secretary in any small Association may profitably organize his educational program.

(2) Any committee may find how to study its field, discover needs, mature and finance plans to meet such needs.

(3) Any person may know the varieties and tendencies of supplementary work in the movement.

(4) Any teacher may receive practical suggestions in handling courses and subjects.

(5) Any stranger desiring to know about the movement can be thoroughly informed as to its history and the reasons for its substantial growth.

(6) Any educational conference, institute or summer school for study of Association educational work may use it as a guide.

It is fully illustrated with over fifty charts or graphs which clearly interpret and emphasize many of the facts, principles and tendencies; also with thirty pages of half-tones showing the various kinds of work in operation. An unusually complete, cross-reference index of over 500 topics treated has been prepared and placed at the end of the volume. This will be found most helpful and valuable.

The educational statistics are taken from various sources including: Government Reports from the Bureau of Education, and the Bureau of Commerce and Labor, in Washing-

ton; the reports of the various State Educational Commissions; the Proceedings of the National Education Association; reports of state and city superintendents of schools; the Sage Foundation; many books, periodicals and other printed matter, including American Education by Draper, Continuation Schools by Jones, Laggards in Our Schools by Ayres, publications by Thorndike; also from visits to, and reports of, educational facilities in England, France, Switzerland and Germany.

In its immediate preparation many days have been given by several men aside from months of painstaking effort by the author. For valued counsel and much material help, the Committee is under obligation to: J. G. White, educational secretary, Buffalo; J. G. Perkins, educational secretary, Chicago; E. L. Wertheim, educational secretary, West Side, New York; M. J. Davies, educational secretary, Central Branch, Brooklyn; W. C. Smith, State educational secretary, Massachusetts, to whom we are also indebted for special photographs on boys leaving school; F. M. M. Richardson, railroad educational secretary, and R. P. Kaighn, educational secretary among industrial workers—both of the International Committee; and especially to R. T. Hill, my associate in this department, who prepared the chapter, "Among Boys," and parts of several other sections. Also to Mr. B. B. Farnsworth, general secretary, Twenty-third Street Branch, New York, to Mr. E. L. Shuey of Dayton, a member, and Mr. F. B. Pratt, the chairman of the educational section of the International Committee.

We trust the result of their labors will prove a real help to all Association educational efforts.

GEORGE B. HODGE,
Secretary

New York
January, 1912

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ASSOCIATION EDUCATIONAL WORK

I. INTRODUCTION AND SURVEY

1. The Need

From the United States Bureau of Education we learn many significant and startling things:

a. Boys leave

More than two-thirds of the boys leave our splendid public schools before the end of the eighth grade. The chief reasons for so doing are—to help earn a living for the family, the "call of the dollar," or because they dislike school.

b. Length of schooling

The average length of a boy's schooling is less than six years and this school training is taken before the age of twelve or fourteen, while the boy is too young to appreciate his loss.

c. Boys graduate

Less than one boy in four completes all the grammar grades, and but one boy in eight goes any farther with his schooling. Only one boy in forty, or one-fourth of those who enter the first year of the high school, complete the course in high schools, public or private, or go higher.

d. Sixty per cent

Of all boys twelve to thirteen years of age, who certainly should be in school, less than sixty per cent are there.

HOW BOYS DROP OUT OF PUBLIC SCHOOLS IN THE UNITED STATES

FROM SAGE FOUNDATION REPORTS, 1911

e. Those who remain

From the Sage Foundation reports we learn:

(1) That of one hundred boys in the first grade there are only fifty-five in the fifth grade, twenty-seven in the eighth, six in the high school, and one to enter college.

(2) That only five per cent of the males in the nation are fitted by definite educational training for their occupations or vocations.

These and similar striking facts show the great lack of the more adequate and fuller use of the vast wealth of American public school facilities by the boys.

f. Illiteracy

From various reliable national authorities noted by A. S. Draper, New York Commissioner of Education, we learn that among the voters in the United States, illiteracy is more than four times as great as in England and Scotland where the facts are based on records of marriage licenses; sixteen times greater than that in Switzerland; and 250 times greater than that in the German army. The present records show that owing to the very large immigration during the last few years, the per cent of illiteracy in the United States is slowly increasing rather than decreasing.

COURSE IN PUBLIC SPEAKING—LOS ANGELES, CAL.

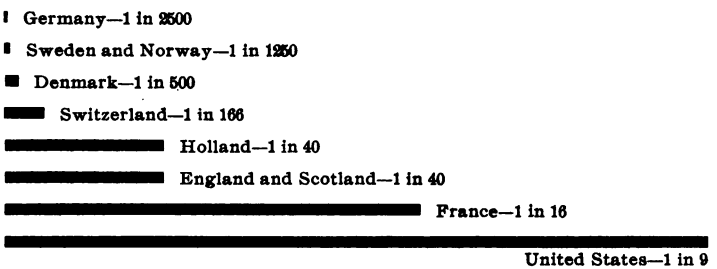
ONE SECTION OF AUTOMOBILE SCHOOL—BOSTON, MASS.

CHEMISTRY, COPPER ANALYSIS—SEATTLE, WASH.

ILLITERACY*

PROPORTIONS OF THOSE IN VARIOUS NATIONS WHO CANNOT READ OR WRITE

New York State Educational Department. Report on Illiteracy. 1907.
Commissioner, A. S. Draper



*In Continental Countries figures based, largely, on army recruits.
In England and Scotland largely on marriage licenses.
In United States on voters. Illiteracy in Southern States is excessively high.

PERCENTAGE OF ILLITERACY

In Nations *without* compulsory education laws	50 to 68%
In Nations *with* compulsory education laws	1 to 10%
In States in United States *without* compulsory education laws	12 to 38%
In States in United States *with* compulsory education laws	3 to 12%

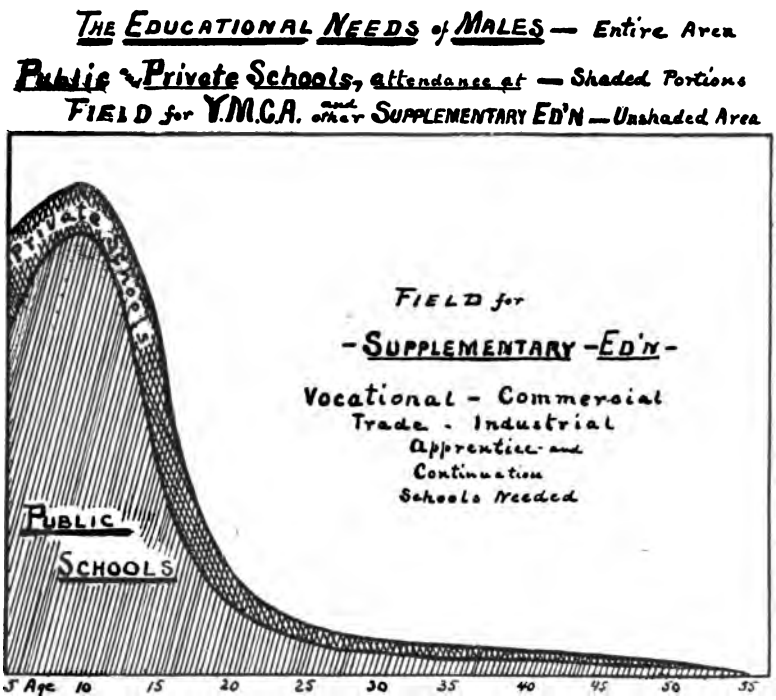
g. Occupational training

From official reports of various national and state educational commissions we learn that there are more than 370 different kinds of professions, occupations, trades and lines of life work represented in America. For only a small portion of these occupations have definite facilities supplementing public school privileges been provided to help men and boys prepare for life work; while in some foreign nations the corresponding training facilities—commercial, industrial or technical—are many times greater than in America.

The need for specific, timely, adapted supplementary training in commercial, industrial and many other vocational lines for men and boys in America seems to be many times greater than all kinds of constructive effort yet provided to supply such need.

2. The Association's Opportunity

In view of the many and increasing series of needs like these to meet the demands of our present-day complex civilization, there is an unparalleled opportunity for the service of individual men, of clubs, of the Young Men's Christian Associations and of the Church to help meet such needs by largely increasing all forms of supplementary facilities for general vocational training, including commercial, industrial and professional.



The field for supplementary education among males is here shown to advantage. The shaded areas of two kinds show relatively the number of males in public schools and also in all supplementary industrial, vocational and private schools. The blank area shows the opportunity for vocational training needed by males under 55 years of age.

As the Church through the past two hundred years, in all similar needs of men and boys, has so often wisely led in providing the necessary additional educational training through college, technical schools and other appropriate features, so today its leaders through the Association have an increasing opportunity and responsibility for extending adapted service in the highest interests of men and of the nation. For twenty years the Associations have been slowly but steadily developing such facilities, increasing the number of subjects taught from 20 to 120 in 1911; the number of teachers from 500 to nearly 2,600; the practical talks from 400 to over 9,300; the number of students from 12,600 to over 61,800; the annual expenses from $60,000 to over $780,000; the annual tuition receipts from nothing to over $528,000; and the number of different men annually definitely aided from 60,000 to over 626,000.

3. Purpose or Objective

The purpose of Association educational work is to develop efficient Christian manhood; to help men and boys help themselves; to inspire them to higher ideals of life and service; to acquaint them with and help them to wisely develop their own capabilities; to increase habits of industry and thrift; and to prepare them to render more easily, willingly and effectively the highest type of industrial, social and Christian service.

It encourages and strengthens other good forms of educational work; improves citizenship, commerce and trade through appropriate facilities offered at any hour of the day or night; and places emphasis upon Christian character building as fundamental.

4. Scope and Nature

Many years of Association experience in an ever enlarging program of practical educational privileges conducted

in or outside the Association buildings to meet needs of men and boys, show the following general divisions of privileges with their record in the same for 1911. For complete definition of each of the following topics or features see chapters III., IV. and V.

Reading rooms, used daily by nearly 1,000,000 men and boys; libraries, from which 700,000 good books were read; educational lectures, of which 1,900 were held; practical talks, 8,800 of which are reported; educational tours of various kinds; educational clubs with 22,000 men; class lecture series for work of University Extension type and with 6,300 men; educational classes in which 2,560 teachers instruct 61,850 students; tutoring, taken advantage of by 7,000 men and boys; individual altruistic service of a large and increasing extent; extension features of great variety outside the Association building and promoted by over 130 organizations; work for coming Americans; and Day schools and courses of a large variety with over 5,000 men and boys enrolled.

5. Value of Educational Work

a. Value to men

The value of Association educational work to men and boys, as shown by experience, is proven by:

(1) Enabling them to wisely use leisure time day or night. With the reduced length of a working day in many places from twelve hours to ten, to nine, and then to eight hours, the successful daily use of these two to six leisure hours for largest efficiency in life to the man and to the community, becomes an increasing problem. The man succeeds or fails depending upon his use of these off hours. While the great majority of such leisure is after 5 p.m., yet in the modern developing of social conditions there are in-

creasing numbers of males with off hours in the forenoon or afternoon, rather than in the evening. Large numbers of men are on a night shift, thus making day privileges necessary.

(2) Inspiring them for larger usefulness. Every form of proper study becomes helpful not only in business pursuits but leads to a larger and higher life, and to a broader mental horizon. Increased intelligence of the right kind creates a desire for that mental culture which is considered by many as having the only real value, and for the power of real enjoyment and usefulness in life.

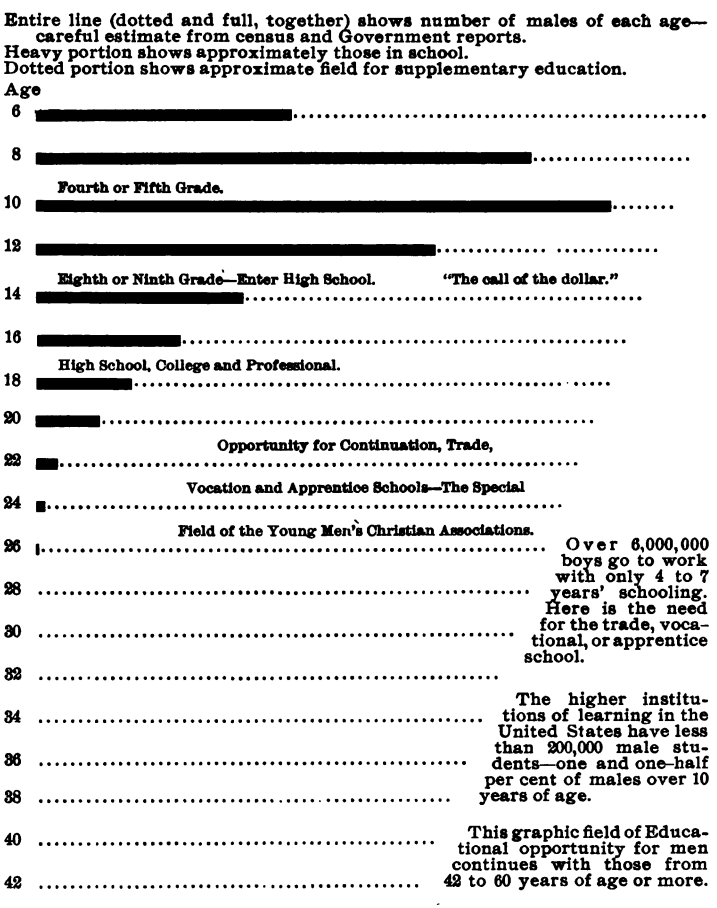
(3) Helping men and boys discover their bent, as through the proper training of such inclinations, desires and abilities they are led into more congenial and successful life work.

(4) Developing larger and more adaptable capacity for service. In the present day with its increasing demand for adapted skill and intelligence in labor of all kinds, the technical training of the eye to see, of the mind to think, of the will to act, and of the hand to do, is peculiarly essential.

(5) Fitting for promotion and its usual increase in salary. Since 1893 nearly 400,000 different men, in from 10 to 200 class sessions each, have been aided in Association class work alone. The conservative estimate by business economists places the increased value of the service, due to the training a person secures who takes the most thorough courses of Association class work, at $75 per year. This increased income per year is equivalent to that of a safe 5 per cent bond investment of $1,500. Can a young man more easily gain a larger or safer permanent investment?

(6) Similarly careful and conservative estimate shows that for every dollar annually invested by friends of young men in Association educational work for a series of years, at least $2 is seen in the increased income of the man or boy taking advantage of the privileges thus provided.

EDUCATIONAL PRIVILEGES AND THEIR USE—NORTH AMERICA



(7) Chambers of commerce estimate the value of this Association educational service to the interests of the city and the nation at fifty cents per working day. As a double factor of safety, suppose we call this only 25 cents per day, then for all of the 61,850 men in class work (1911), the

value of this increased annual service to the nation is over $4,500,000.

(8) Helping boys to remain longer in school and thus realize far more from the excellent public school facilities. Thousands have dropped out of public school at 12, 13 and 14 years of age, and after spending one or two seasons in the Association have gained that appreciative intelligence which has led them back into the upper grades of the grammar schools or into the high schools. Thousands of others from 14 to 18 years of age, through the appropriate Association facilities, have gained ability, faith, courage and the means to enter college. Many hundreds of other boys, through the influence of the growing educational work, have been stimulated to enter college.

(9) Development of Christian character—the climax of best educational effort. As a bad man educated is one of the most dangerous men in the world, so by interesting contrast, we find that in the training of the great majority of the world's best leaders and workers, Christian character development has been one of the chief factors. The uniqueness of the Association is seen in that while it has successfully met practical educational needs in 120 distinct lines of class work, and thus supplemented other schools; while it has afforded such privileges in leisure hours; while the interest and attendance of men is from ten to twenty per cent higher in the Association privileges than in public evening schools; while more than half of the expense of this work aside from buildings, light and heat, has been paid by the students themselves—and all of these things any school can do—yet the Association in addition has had a different objective from most other schools in its aim to have all these efforts and privileges permeated by the spirit of Christ and to develop sturdy Christian character in all. In this way the Association makes for the very best industrial, social, commercial and Christian citizenship.

b. Its value to employers is seen in:

(1) The more efficient service rendered by employees. More of care and intelligent interest in the employment usually come from a broadened, trained and more sympathetic employee.

(2) The larger profits, better output and greater respect enjoyed by the plant or corporation on account of the increased skill and intelligence of the employees. As a man is known by the company he keeps, it is equally true that a company is known by the men it keeps. For such larger and better results it is but natural that employers can well afford, and are increasingly found willing, to promote and extend salaries of employees; also in most cases they are found willing to support and encourage the Association that can help provide such improved service.

(3) All that it means to have intelligent, rather than ignorant, labor; to have careful and contented, rather than shiftless and discontented, men and boys. The Association features with their up-lifting social and Christian atmosphere, generate those qualities which are cooperative and encourage comfort and peace rather than stir up trouble and discord.

c. Its value to the public

(1) It encourages, strengthens and supplements other good schools. When rightly conducted, Association educational work materially helps to raise the educational standards, helps to create a thirst for education among all, and increases the educational interest, respect and support in all good effort, thus expanding the educational horizon, and lifting civilization in the right direction.

(2) Pioneer or experimental service. Its business being to meet discovered educational needs as well and as quickly as possible has given the country a wealth of service that cannot be estimated. Dr. Elmer E. Brown, when United

CARPENTRY AND ROOF FRAMING—PORTLAND, ORE.

PLAN READING, ESTIMATING AND BUILDING CONSTRUCTION—WEST SIDE BRANCH, NEW YORK CITY

ENGLISH FOR COMING AMERICANS—CAMBRIDGE, MASS.

States Commissioner of Education, said, "The Association is a great educational pioneer. It discovers and blazes the way which the main column of the public school system of the country later follows." So far as we know definite educational efforts in the evening to meet the needs of many employed men and boys in more than 20 subjects have been born in the Association and later have been adapted and introduced into public and private evening schools. This includes practical work in applied chemistry; drawing applied to the building trades and to industrial design; sign making and show card writing; real estate; insurance; advertising; automobile schools; poultry raising; fruit culture; a number of special forms of industrial training; some types of semi-professional or vocational training.

(3) Better results in commerce, trade and industry are already seen. Thousands of men in drawing, mathematics and other Association classes have greatly improved their service in factories, building trades and manufacturing. Scores of thousands of men in arithmetic, bookkeeping, business English and other similar Association classes have made themselves more efficient in all forms of commercial, business and managerial positions.

(4) The larger appreciation of the value of an education, and of going to school, on the part of boys and men. Attention is being given to the real economics of good educational training. More than ever they realize that time and money thus spent is not an expense but an investment. They are beginning to appreciate the truths of the following economic educational facts:

(a) A grammar school education increases the chances of a person's earning capacity 50 per cent, a high school training increases his efficiency 100 per cent, and a university training 300 per cent.

(b) Boys with little or no schooling fill blind alley jobs, provide the great mass of unskilled labor, lead a life of but

little comfort, real joy or completeness, and earn, according to records and reports of industrial commissions, from $300 to $450 per year for an average life. Similarly boys who have spent four years more in school and finished the grammar grades are able to put more into life and get more out of it. They earn from $400 to $600 per year for an average life. In forty years the latter will each earn $5,000 more than the former, and this amount is equal to $5 per day for each of the 1,000 more days they spend in school. In what other way can a boy so easily place $5 per day in an investment which can never be taken away from him?

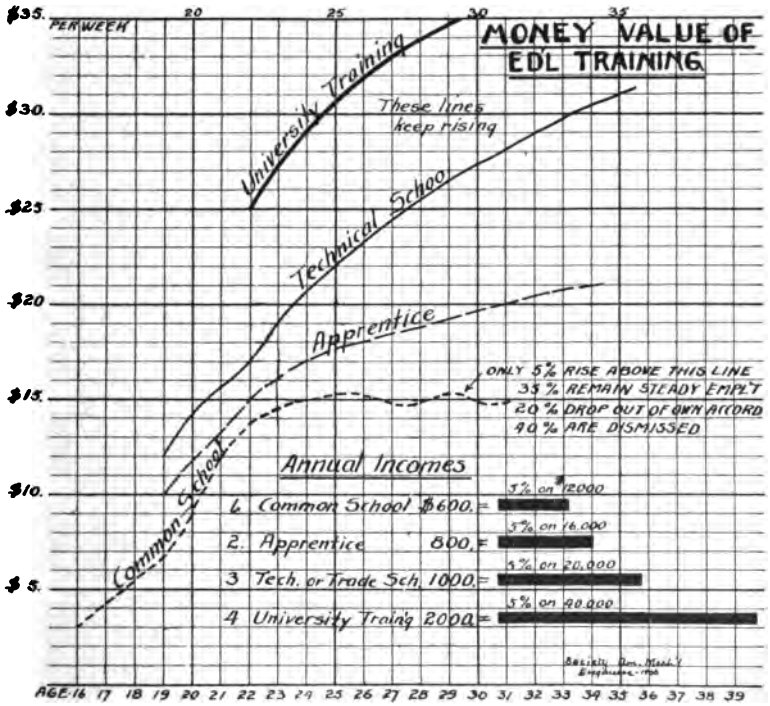
(c) The uneducated man, so economists tell us, earns about $1.50 per day or in forty years he would earn $18,000. The man who has spent twelve earnest years in going through the public schools, completing the high school course, has similarly proven himself in numbers of cases to have earned a minimum of $1,000 per year, or in forty years $40,000. The difference between the two, $22,000, is thus the simple cash value of an education. To gain this increased income of $22,000 in forty years, the latter person spent twelve years or 2,200 days in school. Hence one day in school for the boy who goes through the high school is worth $10.

(d) It is at least an interesting coincidence, and quite universal, that in proportion as states give much or little public money and effort to educational training, there will be seen a corresponding large or small wage earning power. A few years ago the United States as a whole spent $2.60 per capita upon public educational training, while Massachusetts similarly spent $5.30. At the same time while the daily wage earning power per capita for the United States as a whole was 44 cents, the similar daily wage capacity for Massachusetts was 96 cents.

(e) A few years ago, the Governor of Alabama in making a plea before the state legislature for greater liberality

of funds to encourage public school purposes, said, "We of this state are obliged to give eight days of labor for what one day of labor would bring in Massachusetts."

(f) In a careful study of the 10,000 men in "Who's Who," on the relation between educational training and careers, it was found that 65 per cent of these 10,000 men were college and university trained, 25 per cent were high school graduates, 10 per cent had received only a common school education, while the name of no person who had had no definite educational training was found in the list.



These findings on the "Money Value of Educational Training" are the result of much investigation by Mr. James Dodge when president of the Society of American Mechanical Engineers. It is worthy of careful study.

II. HISTORY, PRINCIPLES AND POLICY

1. In England

Although begun with the sole idea of benefiting men spiritually, the Committee of the London Association at its regular semi-annual meeting, December, 1845, reported the organization and conduct during that fall and winter of the famous Exeter Hall educational lectures; also the formation of mutual improvement or literary societies, "in order to bring young men under the influence of the Association, who could not be reached by the directly religious agencies."

The educational lecture, therefore, was the first educational feature organized by the parent Association, and the educational club, in the form of a literary society, was the second feature, and both in the fall of 1845. This famous lecture course ran twenty years, and was probably the longest in duration, included the largest number of noted leaders and lifted the public conscience more than any similar course since.

In 1849 reading rooms and library work began and these privileges were not only for members but for all whom their influence could reach. Class work was not organized until 1853. In this connection we note first, the primary object in founding the Association was the religious life of men; second, the first efforts to help men in daily life were educational as, lectures, clubs, reading rooms, libraries and then class work; third, earnest care was taken in all these steps that these so-called secular agencies be kept closely as auxiliaries to, not substitutes for, the main object of the Association.

While some excellent service has been rendered, yet comparatively little effort has been given to extending the edu-

cational work of the London and of many English Associations with the result that other organizations, as polytechnics and various kinds of institutes, have now occupied the field and are doing splendid work. The Young Men's Christian Association thus lost a large measure of its opportunities along this line of effort during the past 60 years.

2. In North America

For convenience the periods of the development of this work in North America may be given as follows:

a. 1851-1866—Opposition

A period of inactivity with comparatively little or no educational work. The first North American Associations were organized in 1851 at Montreal and Boston. But little available material is found in written records or history concerning educational work for the first fifteen years of Association growth. A few Associations like Boston, Montreal, New York and others conducted reading rooms, some library work, a few lectures, also occasionally a literary society. So far as is apparent from records, only a small portion of the interest and effort to help men in educational features was evident until thirty-five years or more after the planting of the Association on American soil, or until after the first generation of its American founders and promoters had passed away. There have been inferences that during these early years the zealousness of the American leaders for the religious work, together with the fear that the so-called secular features might choke or destroy the religious, were so pronounced that they not only did not encourage educational work but seemed to seek every opportunity to oppose and discourage it under Association auspices.

b. 1866-1880—Toleration

A period of toleration of some forms of educational work in a few places. The work was regarded as a side issue of the Association and left to take care of itself. It was not promoted or encouraged, but rather opposed and discouraged. Records show a slow but steady growth in the number of reading rooms, libraries, lectures and a few literary societies and four Associations reported sixty students in class work in 1866. These classes were almost wholly confined to a study of the dead languages and largely limited to divinity students.

c. 1880-1893—Awakenings

A period of awakenings and new interests. Some effort was made to encourage the work. A new conception began to develop which realized that the Association stood for more than the development of the merely spiritual life among men. There was continued opposition, but from a less number of people. The subject began to appear at state conventions during the last three or four years of this period, and in 1889 came for the first time before the International convention. A number of leaders with wisdom and foresight began to agitate for the definite and systematic encouragement of this work. Reading rooms, libraries and lectures continued as before with more attention given to increasing their usefulness. The practical talk was introduced with much success. Educational clubs were expanded in variety and novelty. Class work was developed in commercial and language subjects. A beginning was seen in industrial and science subjects during the last year or two of the period.

d. 1893-1900—Encouragement

A period of encouragement, development and of supervision of the work as a whole. The International Com-

mittee through an added department of its service began the encouragement and promotion of this work. Principles were studied, experience of all forms of supplementary work were gathered and suggestions drawn for the benefit of the Association. An advanced step was taken when a few local Associations employed special secretaries to give particular attention to this work, thus marking the beginning of a new epoch, and through its helpful influence the work as a whole was greatly strengthened. Special effort with boys was started, and the educational department came to be regarded as a vital part of the Association movement. The day of its being a side issue ceased among the majority of leaders. Opposition grew less and less. Increasing effort was made to discover definite and particular needs of men and the work was placed on a much stronger financial basis with the charge of nominal tuition fees for class work.

Increased interest was found in many forms of applied science as related to manufacture, industry and trade. A system of International examinations was inaugurated which materially enhanced the character of the work done and increased the respect and support of the public. Many educational institutions began to encourage and commend the Association rather than to criticise.

e. 1900—Expansion

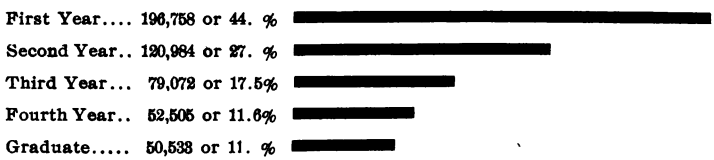
We are now in the period of expansion and extension. The general objects, principles, methods and policies are continued with ever increasing quality, added interest and larger value. Spring terms are added to the winter work, day work becomes more prominent as an expansion of the evening work. Summer schools for boys during July and August are conducted. Special schools, many kinds of which have their birth in the Association as it meets present-day needs of men, are started—as automobile, accountancy, art and decoration, salesmanship, advertising,

insurance, real estate, textile designing, plumbing, fruit culture and many others.

Work outside the building begins to grow rapidly. Much interest is taken in new forms of industrial education and vocational training, various features pertaining to agriculture, gardening, live stock, poultry and scores of the newer vocations claim increasing attention. Local supervision increases in the number of places and efficiency of service; some state supervision is given and with splendid results. Increased emphasis is placed on quality of service, rather than quantity; on developing intensively rather than extensively; on the higher and more efficient training of educational secretaries; also on Christian character building among both boys and men.

How Boys Attend High Schools (Public and Private)

From U. S. Bureau of Education, 1910



3. Principles

In general the Association has for its object the development of all-round Christian manhood and boyhood—spiritually, educationally, physically, socially—all phases in one coordinate effort to make life more abundant for each man and boy and thus establish Christ's kingdom on earth. The Church at work among men and boys for the making of men, not money; for developing successful lives, not the mere making of a living; for cultivating and promoting altruism not selfish commercialism. The Association is not

McBURNEY MEMORIAL CUP

EDUCATIONAL DESIGNS FROM STUDENTS' POSTER CONTEST

bound by tradition, has no so-called system to hinder its flexible efforts, and is thus not unwieldy. In its efforts to serve men and boys it is limited only by the means at its disposal.

The experience of the past twenty years indicates that the best results in any community are based on the following principles of Association educational work:

a. Aim

Its aim is to develop efficient Christian manhood and boyhood.

b. Policy

Its policy is to first carefully study local conditions and discover the educational needs of men and boys; then to mature such plans with available means as will best meet these discovered needs.

c. Encouragement or supervision

It will have ample encouragement or supervision and generous support. Money and efficient men thus invested yield largest returns. An Association with average interest but with poor supervision is likely to have its educational work become a burden; while with efficient and trained supervision its work as a whole in all departments is lifted because its educational work is respected, supported and extended through the community as an investment.

d. Adaptation

It will be adapted to local conditions in various features, in leaders, in places and times of conducting. One secret of its success is to fit the system to the person rather than, as is the case so often in public schools, to fit the person to the system.

e. Administration

It will be adequately administered. A board of directors, committee force and employed officers with conviction, appreciation and leadership are necessary.

f. Flexibility

It will be largely elective and flexible, to meet the varying needs of different bodies of men and boys; conducted at such times and places as are most expedient.

g. Relation to life work

It will seek to be more and more closely related to present needs of commerce and industry, at the same time placing emphasis on such cultural training as will enrich and develop the lives of men and boys. The school, the shop, the office and the vocation will come more and more closely together and this will cause new and varied forms of effort and working relations between the Association and the factory, the business, and the vocation, for promoting appropriate apprentice and vocational privileges.

h. Teachers and leaders

It will include the best available talent for teachers and leaders, many of whom will receive substantial salaries because of the special expert nature of their service. The dominant spirit in such teaching will be altruistic rather than commercial.

i. Competition

It will encourage and strengthen rather than compete with all good educational efforts. While it may offer the same subjects and courses as other schools, yet with its methods, purposes, social atmosphere and variety of features, the Association will be attractive to bodies of men and boys not touched by other agencies, and thus will create a unique field of its own for needed service.

j. Personal investment

It will charge nominal fees for its principal features, knowing that a person appreciates and makes larger use of that in which he invests something of himself. See Tuition Fees, pages 69, 92.

k. Outside the building

It will extend and adapt its various features wherever needed to places outside the building—various centers, in factories, homes, halls and public school buildings.

l. Membership

It will place a premium on Association membership, be recreative and attractive, as well as thorough and practical; full of inspiration and suggestion, fitting each for a more serviceable and efficient life.

m. Some objects briefly stated

(1) To arouse consciousness of educational need.

(2) To help discover the individual's "bent."

(3) To stimulate and encourage mental development.

(4) To fit for larger service.

(5) To aid in adjusting or readjusting men's lives to life's demands.

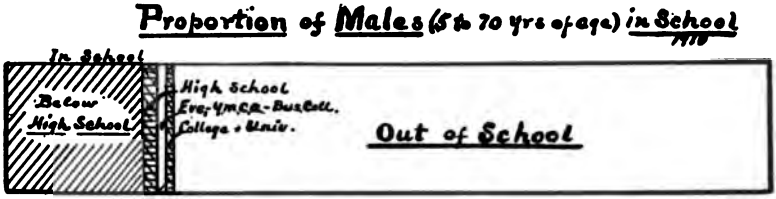
(6) To afford a field for servers and leaders as well as for the served and led.

(7) To give men and boys what they most need next.

(8) To teach the dignity of labor, encourage thrift and savings, cultivate appreciation for the intellectual and the more abundant life.

(9) To help men put more into the world because the Association helps them to get more out of the world.

(10) To encourage the development of efficient Christian character.



Of all the males between 5 and 70 years of age, shown in the entire area of the diagram, the shaded area shows the proportion of these men and boys in any kind of school, public or private, conducted by day or night. The unshaded area shows the field of opportunity for appropriate educational facilities to meet the unmet needs of those out of school.

4. Educational Policy

Careful study of Association educational work for many years reveals the following general policy: As to a name, "Association Institute" is largely used. It is short yet comprehensive; includes class work, talks, clubs, reading and all varieties of educational effort conducted by the Association for men and boys both day and night, in the building or outside of it. In case it is largely endowed it often honors the donor in name, as "The Hillyer Institute" of the Young Men's Christian Association, Hartford, Conn.

Best and largest results in small Associations, whether in one feature or in many, are found where the following practices are followed: Each Association is urged to adopt as many of its features as are found to meet local discovered needs. In proportion as each Association sets a carefully selected goal and works patiently toward it, largest success is seen. (For more complete description of the conduct of each group of features, see chapter III.)

a. Reading room

Encourage systematic use of standard periodicals, weekly bulletin board for directed reading, personal interest of committee and directors. Separate rooms for boys and men. Goal—Thoughtful weekly reading of two or more periodicals by each member.

b. Books and library

Through reading clubs, volunteer service and talks by interested leaders, guide and increase the systematic reading of good books among men and boys. Draw from public and private libraries in addition to that of the Association. Cultivate use of reference library in the study room of the Association. Goal—Three books per year per member.

c. Formal lectures

Of high grade that lift the community, rather expensive, held in large hall or theatre, with mixed audience, admission fee, possibly a part of the lecture and entertainment course. Goal—Two to five per year.

d. Practical talks

Informal, inexpensive, boys and men separate, usually small groups, held anywhere, in the building or outside, any time, as noon or night, and given by local talent. Goal—Ten to 100 a year, or one for each twenty-five members in small, and one to fifty in large, Associations.

e. Educational trips or tours

Boys and men separate, to various points of interest in home community or elsewhere, and involving from one hour locally, to a several days' trip to one or more cities. Goal—Two to ten per year.

f. Class lecture series

For mature and experienced business or college men, in professional or semi-professional or vocational subjects, as law, accountancy, advertising, insurance, real estate, salesmanship, poultry, investments, art and decoration. High grade, rather rare and expensive leaders and teachers; much demonstration, illustration, discussion and reading; adequate tuition fees; course from ten to twenty-five or more

sessions, usually one a week. Goal—Two to ten or more series per year.

g. Educational clubs

For discussion, reading, research, study or educational service or stimulus of any kind among men and boys; five, ten or fifteen per club; a leader; definite program for one month, three months, six months or a year; nominal club fee; literary, science, music, debate, current topic, civic, art, technical and vocational. Goal—Two to twenty, or at least one club for every 100 members in small, or one to 300 in large, Associations.

NUMBER OF DIFFERENT STUDENTS IN ASSOCIATION EDUCATIONAL CLASSES

h. Educational classes

To meet local needs. Commercial, industrial, technical, vocational, cultural, and grammar school subjects, all very practical. Teachers to be aggressive, successful business leaders or authorities, and Christian men. Boys and men usually separate. Apprentice, trade, continuation, and other forms of industrial schools in all manufacturing centers; business and commercial courses in every place. As a rule it is never wise to "farm out" Association educational work, to rent Association rooms to an outside educational agency,

or to conduct features on the percentage basis. Best results come from its entire conduct by the Association on its own business basis and under its sole auspices. Goal—Twenty to 2,000 or more students, or at least one student to every three members.

i. Tutoring

Home study with personal instruction, many small groups studying under successful leaders anywhere at any time.

j. Extension features

Including placing of periodicals and books in shops, plants and other places; conducting talks, clubs and class work at noon or night outside the building—reaching all sections of the city. Should be largely missionary, though small fees may be charged in a few subjects.

k. For coming Americans

In addition to teaching males of other nations to speak, read and write in English, to lead them into intelligent American citizenship. A large part of this work is conducted in rooms or halls outside the Association. Goal—At least 10 per cent of the foreign population of the city using Association educational features. "English for Coming Americans," by Dr. Peter Roberts, is found to be one of the most successful texts and methods of teaching English.

l. Individual altruistic service

On the principle of the Big Brother Movement with one man becoming a friend and teacher or leader to one or more separate boys or men; helping, counseling and working with them; all in the spirit and for the sake of helping the other fellow and with no thought of return. A large amount of this work is now done, but there is room for an infinite extension of such service. Goal—No limit.

m. Special courses

Including professional, vocational, industrial, commercial or technical courses. To meet the needs of graduates, as well as of those without educational training. They are most likely to pay their own way and possibly provide a revenue to help carry deficit of other educational features. Goal—Take advantage of opportunity.

n. Day work

In every Association with a building there is opportunity for definite day work, whether business, commercial, college preparatory, technical, vocational, apprentice, or other special classes. Such work when wisely conducted by the Association—not by an outside corporation or on percentage basis—never injures other day educational work, but strengthens and encourages it. It means economy, efficiency and strength to the local Association. Goal—At least one student to twenty members.

o. Supervision and promotion

(1) An educational committee of three to five active Christian business men of large vision, representing varied leading community interests, the chairman at least being a member of the board; subcommittees each with three or more added men to develop various phases; advisory committees added for special features, as auto, law, etc.

(2) A strong, trained, Christian leader as educational secretary and agent of the educational committee; with an ability no less than that of the principal of the high school, cooperating with the general secretary to properly meet the educational needs of boys and men in the community. In many places he should have one or more assistants in charge of various phases of work or as deans of various divisions of the educational department. In large boys' departments

FREEHAND, COMMERCIAL ART AND DESIGN—TWENTY-THIRD STREET BRANCH, NEW YORK CITY

WOOD CARVING—BALTIMORE, MD.

ARCHITECTURAL AND MECHANICAL DRAWING—DULUTH, MINN.

one assistant educational secretary under wise cooperation with the boys' secretary should give his entire time to promoting educational privileges among boys.

p. Organization and conduct

The work of the Association in this department is to:

(1) Carefully discover local educational needs of boys and men.

(2) Mature plans and conduct various features to adequately meet such needs.

(3) Cooperate with the finance committee in providing the educational budget.

(4) Organize and promote plans for emphasizing habits of thrift and savings among men and boys; also placing similar emphasis on their systematic benevolence, including the Church and the Association, local, state and International.

(5) Vitally relate all of this work to the religious, physical and other Association efforts for the building of Christian manhood.

q. Educational budget

A respectable proportion, from 20 to 40 per cent or more, of the entire Association budget. This does not include funds for equipment. Expenses are for supervision, advertising and conduct of educational features, as reading room, library, lectures, talks, clubs, class work, and the like. Receipts include income from endowment, special contributions, tuition fees, and a portion of the membership receipts. In the interest of unity, efficiency and economy it is usually better to handle finances through the general office, rather than through the educational office. Endowment of local educational work is an increasing necessity. Tuition fees for "the three R's" and elementary subjects should be small, as fifty cents to $2 per term of three

months, two sessions per week; larger fees for technical and vocational subjects, as $2 to $10 or more per term. For the best good of all, many subjects must be conducted at a financial deficit, while other features for men of means may yield a small surplus. The total fees for all subjects should approximate the total of teachers' salaries plus advertising.

r. Advertising

From 10 to 20 per cent of the educational budget, where there is an educational secretary, or at least a minimum of $1 per Association member.

s. Objective

To build Christian character, and help boys and men to better do their part of the world's work. A movement conducted for men and boys, rather than for money; for character rather than for cash; for making a life rather than for making a living.

5. Bible Study and Religious Instruction

The more firmly united in cooperative interest and effort with the other departments the educational work can become the better it is for all. This is the experience where the largest and best results are obtained. The object of this work being for the development of efficient Christian manhood, and its highest results being seen in relating men to Jesus Christ as Saviour and Lord—the climax of the best education—effort will naturally lead toward an increasingly close relation of all educational policies to Bible study and religious work features of the Association. Many things are in common in the conduct of both these kinds of privileges as in class work, teachers, lectures, clubs and so on.

a. Personal work

As referred to elsewhere the uniqueness of Association educational work is to so permeate all its policies, its teachers and leaders, its printed matter and the very atmosphere of the entire department, with the spirit of Christ that it will even unconsciously tend to develop a normal Christian character in every student. For the encouragement of such interests, without making them seem over religious, and thus defeating the best results, and so that they may be wholesomely attractive to every boy and man even though they may desire to steer clear of all religious interests—an unadvertised committee of picked Christian men representing the various features of clubs and classes is often formed to cooperate with others in magnifying the real value of the Association in the lives of boys and men. The work of such committee is always quiet and personal, with no formalities. It looks toward leading each student into some form of Bible study, attendance upon one or more of the weekly religious meetings for men, and otherwise bringing him into active Christian life and service. The thought that dominates Christian leadership in all departments of the Association is "Except the Lord build the house, they labor in vain that build it."

b. Teach a Bible class

Experience shows that it is feasible and desirable for every educational department to promote some Bible study either through the leadership of the educational secretary, a member of the committee, or one or more teachers. It is extremely necessary for the educational secretary himself, in addition to his personal devotional Bible study, to teach at least one Bible class or lead a "life problem" club, in connection with the Association work. Often the members of this class are from the educational department. The teachers and leaders should all be men whose influence will

distinctly make for Christian character building. By precept and example, by word of mouth and the printed page, the daily life of Association teachers and leaders will tell in the lives of their students.

c. A problem

It must be borne in mind that:

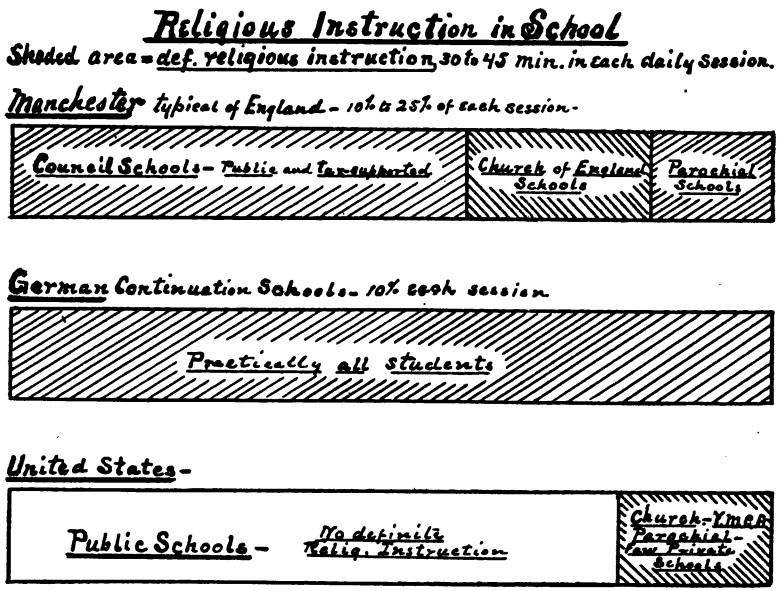
(1) The commercialized spirit is rapidly increasing and at times seems to eclipse the altruistic and Christian spirit for which the Association stands.

(2) Although the religious and missionary spirit are rapidly growing, yet selfishness seems to be also increasing, and the problem of how to successfully counteract this tendency with the altruistic is a very real one.

d. Religious instruction in schools

(1) The lack of definite moral and religious instruction in the public schools of the United States needs to be made good by Sunday schools, churches, Associations, individuals and organizations until the way may satisfactorily open for the general introduction of appropriate instruction of this character in the public schools. To help meet this need several organizations, such as the Religious Education Society and the Moral Education Association, are giving attention to its important interests.

(2) In this connection it may be of interest to note that the number of criminal cases per thousand population in England for many years has been much less than in the United States. The same is true also for juvenile delinquency. One reason for this larger relative proportion of criminal tendency in America is said to be due to the absence of religious instruction in the public schools. One other reason is due to the large influx of immigration from southeastern Europe.



e. It is desired

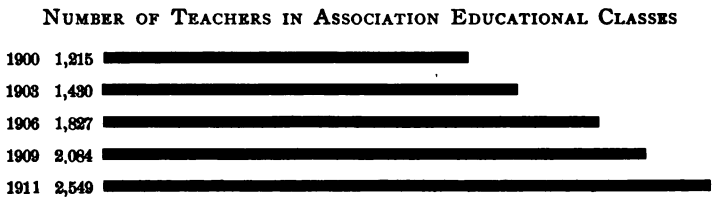
The Young Men's Christian Association as one agency striving to develop efficient manhood and citizenship knows from experience that those boys and men in whom normal manhood and Christian character building have been developed make by far the noblest of citizens.

Increasing numbers of parents, realizing the need of having their boys taught by men teachers, and especially to have them under the Christian social atmosphere and religious instruction of the Association while they are going to school, are asking the Association to conduct appropriate day schools for their boys. This shows a really needy field, and at the same time a rare opportunity to serve the community in the very necessary direction in which the public schools at present are restrained from normal effort.

f. In England and Germany

The sturdy character developed in the great majority of schools throughout England and Germany also proves the wisdom of religious instruction introduced into their schools, whether public or private. The diagram on an adjoining page speaks for itself. In all the Council schools of Manchester, England—the public and tax-supported schools—religious instruction is given daily in the morning for thirty to forty-five minutes. The syllabus of instruction in the Old Testament includes the lives of Abraham, Isaac, Joseph, Moses, Joshua, and many of the Prophets; the history of the Israelites from the earliest times to the disruption of Israel, the Ten Commandments, and selected Psalms. The syllabus of instruction in the New Testament includes the Life of Christ according to the four Gospels; the Acts of the Apostles; the Lord's Prayer; the Beatitudes; the Sermon on the Mount; and many other similar striking themes.

Their plan for religious instruction provides for a regular annual examination—partly written and partly oral—in the work covered in the syllabus. This test is conducted by the same official inspectors and examiners who conduct similar examinations in other subjects.



III. GENERAL FEATURES

1. Reading Room

The reading room is a part of, or closely related to, the library as an educational feature, and both are regular parts of the educational department, provided by the educational budget, under the supervision of the educational committee and educational secretary. Practically every Association with any equipment has its reading room. Its function, however, is not so much to entertain as it is to instruct.

a. Selection of periodicals

Much care should be used in the selection of periodicals and papers and in their subsequent use. By ordering once a year an Association may secure the advantage of club rates. For Association purposes a minimum choice should be made of those magazines and papers which aim to entertain or amuse and a maximum of care and thought given to the selection of those standard, acceptable, high grade publications which instruct, uplift and stimulate. Assistance in selecting periodicals—in which both boys and men should be remembered—may wisely be secured from Association men of experience and frequently from city or state libraries.

b. Conduct and supervision

The conduct of the reading room is very important. Ventilation should be a first consideration. It should be well lighted, with artificial lights near each reader; and when well aired, should be a place for comfortable reading, not for lounging, visiting or sleeping. It should be near the general lobby and thus subject to supervision. A few

periodicals may be placed in the lobby. Technical or special periodicals may well be found for reference in the study room of the educational department. Magazines should be placed in durable covers; papers should be secured in newspaper holders and hung in racks. Disorderly order may be permitted; equipment should be clean. Mutilated papers and periodicals should be quickly removed. Penalties, if necessary, should be attached to deliberate cutting, marking or mutilation of papers and magazines.

Other educational features, such as lectures, talks, clubs and classes, can be materially strengthened by the selection and proper use of technical and certain general periodicals. Lists of special and timely magazine articles should be posted in the reading room, study room, lobby or elsewhere. Such lists may be prepared by committeemen, teachers or secretaries, or secured from the city or school libraries. Many of the best magazines should be preserved for binding and placed in the library. Others of the used periodicals may be distributed profitably among public and private benevolent or charitable institutions, placed for extension reading in shops, foreign districts or where they would be helpful.

c. Systematic reading

Haphazard, aimless and profitless reading which seems prevalent among young men should give place to systematic regular and adapted courses of reading. Moreover, many men are glad to have such a course outlined for them by specialists in whom they have confidence. Various reading courses may be followed profitably, including those arranged by the International Committee, University Extension Bureaus, the Chautauqua Institution, the American Institute of Social Science and other similar organizations. Reading clubs among dormitory men, among soldiers and sailors, among railroad men, in rural communities and else-

SCHOOL FOR CARETAKERS AND JANITORS—BEDFORD BRANCH, BROOKLYN, N. Y.

APPLE PACKING—NORTH YAKIMA, WASH.

FIRST AID FOR COAL MINERS—SCRANTON, PA.

where, may be conducted. The program of work should be adapted to meet varying circumstances. Such reading courses are highly effective in promoting healthful and stimulating home study.

2. Library

As a center around which the other work revolves or as a strong supplement to other features the library is an important part of the Association educational work. In either case much attention should be given to the location and equipment of the library rooms, to the selection and arrangement of books, both circulating and reference, and to methods of utilizing to their fullest capacity all books and equipment.

a. Location and equipment

Library facilities, especially when in the study room, should be located near or easily accessible to the office of the educational secretary. The room or rooms should be clean, quiet, attractive, comfortable and well lighted. Chairs and tables should be arranged where readers may secure the best light obtainable either during the day or at night.

The furnishing of the library is important. Substantial though not expensive tables and chairs are desirable. A dignified yet cozy atmosphere is often secured by carefully selected pictures. Drapery and floor coverings add much to its attractiveness.

b. Conduct and supervision

Books should be arranged so that they will be easily accessible. They should form a "working" library in which reference books, such as encyclopedias, dictionaries, maps and other standard volumes, depending upon local work

and local conditions, may be found. If possible book cases should always be left open, with systematic arrangement and occasional change of books unless they have been systematically catalogued and located. Useless books or volumes of little value should give way to newer books or the space be used to better advantage.

Technical, scientific and similar books should be provided to supplement special lecture courses and classes. Students may be encouraged by instructors to look up special topics and carry on individual library and research study. City, school or local libraries may be used to supplement this work. Loans of books on special or technical subjects may often be secured from local or state circulating libraries to supplement lecture, class or club work. With the decreased cost of fiction and the increased number of public libraries many Associations spend relatively less in the purchase of such material.

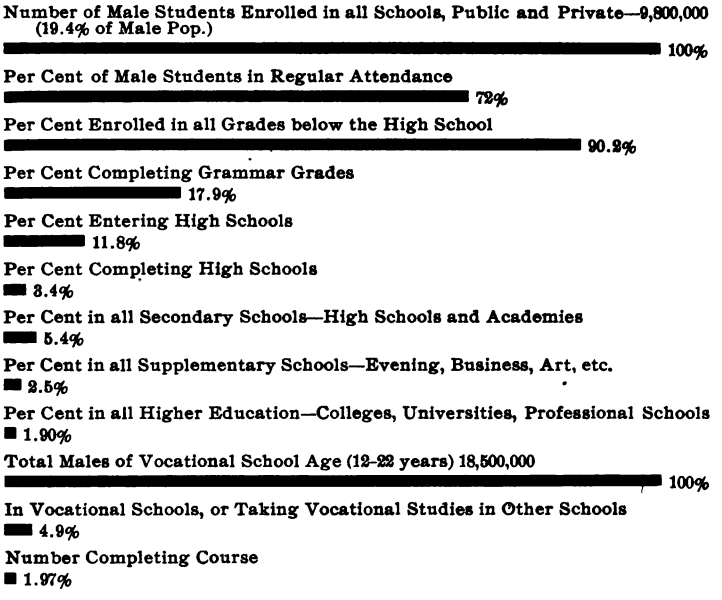
By posted lists of new books, card catalogs, occasional book talks, book club, frequently replaced loans from other libraries, public and private, and in other ways, the library can and should be made useful and stimulating. Many successful secretaries place a few carefully selected books on their private desks which, marked or unmarked, can be handed personally to those who visit the secretaries' offices. Much good is done by secretaries in this way among young men who would not themselves be apt to select and read the right kind of stimulating, thoughtful and message-giving books.

The library cannot successfully run itself. Unremitting effort should be made by secretaries, committeemen and others to make it function properly. In no place within the Association building will carelessness and unsystematic administration be more apparent than in the library. Whether or not it is a stimulating center of Association life depends largely upon the interest, attention and supervision

which it receives. The librarian, when there is one, is one of the assistant educational secretaries.

NUMBER OF MEN AND BOYS IN SCHOOL—ALL KINDS

BASED ON UNITED STATES BUREAU OF EDUCATION REPORTS, 1910, ALSO THE EDUCATIONAL COMMISSION OF THE CHICAGO COMMERCIAL CLUB



3. LECTURES

a. Definition

The educational lecture, distinguished by a definite educational content, contrasts with the practical talk in the following respects: It is more formal in character; the audience is larger; fees are generally charged; the speaker is usually paid; much more effort is needed in making preliminary arrangements; and expenses are involved which are much greater. The lecture may be popular in char-

acter but should find its highest merit in definite instruction, information and incentive to further study. A few, but not all, numbers in a lyceum course may be called "educational lectures."

From one to a dozen or more lectures may be given upon as many different subjects and thus the possible lack of sequence in topics distinguishes them from the "class lecture series." The speaker should present a lucid and symmetrical treatment of his subject and leave a well-defined impression upon his audience.

b. Subjects

Topics suitable for educational lectures are varied and numerous and should be chosen to yield the largest good to the largest number. Much useful material may be found as follows:

(1) Biography, with its incident lessons in history, politics, literature and fine arts.

(2) Travel, with its wealth of practical lessons in geography, history and social and economic conditions.

(3) Social problems with their lessons in social welfare, reform, and industrial, civic and commercial problems.

(4) Useful and fine arts with their lessons in industry, science, invention and beauty.

(5) Engineering, including discussions of modern applications of steam, gas and electricity; construction work, aërial and water navigation; transportation and similar topics.

(6) Personal life problems and a choice of one's vocation, amusements, thrift, hygiene, health, home life, education, culture, etc.

c. Organization and conduct

Educational lectures are surest of success and yield largest service when they are conducted as a supplementary

feature to other activities, such as class or club work. As such and in contrast to the practical talk, the subject is generally chosen first and then a capable speaker found, if possible, to present it. This does not exclude, however, the use of lecture platform speakers of large ability whose lectures are worth securing. Competent men are not always obtainable locally, so frequently one must seek elsewhere for a special talent, either in cooperation with other Associations, through lecture bureaus, or otherwise. Talent should be secured long enough in advance of the lecture date so that ample time may be had for preparation; the speaker should also be advised carefully as to the character of his audience and in general what is expected. University extension lectures are exceedingly valuable when carefully chosen; but care should be used that they be not made a simple and easy way by which the local Association either through its officers, committeemen, or others escapes responsibility for planning and promoting independently those features most nearly required to meet local needs.

Attendance should be primarily limited to men, though mixed audiences are often desirable and necessary. The educational committee, subcommittee, special committee or group cooperating with the general secretary or the educational secretary should care for the general promotion and conduct of this feature. They should arrange also for necessary advertising and publicity. Much effort should be made to secure not only an audience but *the* audience desirable for a particular lecture.

d. Finances

Expenses in securing talent, car fare, preparation for lecture, such as necessary stenographic service, making of lantern slides or special apparatus, drayage, expressage, advertising, etc., should be met by the Association. Talent may often be secured free; frequently a reasonable charge

is made; in any event the speaker should not be encouraged to receive large fees. To cover legitimate expenses the Association may make a direct appropriation from its budget, a special fund may be raised and utilized for this purpose, or a reasonable admission fee for one or a series of lectures may be charged to defray all or part of the expenses.

4. Practical Talks

a. Object

One of the most informal, and yet most interesting and valuable educational features, is the practical talk. Its object is to give a man or boy larger and wider interests; to suggest a subject on which he will do further reading; to add informally to his knowledge and outlook on life; to lead him through a combination of recreation and education, to spend a portion of his leisure time more profitably; to pave the way for more thorough work; to inspire him to better interests and impulses through a strong personality in the leader. They have been largely used also to helpfully introduce the cultural element among students in class work.

b. Conduct

A practical talk can be given on any subject, at any time, anywhere, to any group of men or boys, under any circumstances and by anyone who knows what he is talking about. It may be given either inside or outside the Association building and to as many as can conveniently listen, see or hear. Generally, small groups are better. The lobby, parlor, game room, "gym," an office, a class room, a corner, or before the fireplace—all of these places in the Association building may be utilized; the corner of a shop at the noon hour, the shipping room of a wholesale house, a lunch

room, a church, a club, schoolhouse—any gathering place at morning, noon or night, outside the Association building may be used. The conduct of the session depends entirely upon circumstances. Men or boys should be put at their ease and into friendly relations with the speaker.

c. Selection of speakers and subjects

In general, the man and not the subject is the most important matter. Make a careful choice of speaker and then discover what he is most fitted by temperament and experience to talk about. Not the least value of the talk is the development of latent powers and possibilities in undiscovered men. Let the subject adjust itself to the man, not the man to the subject.

It is highly desirable to plan definitely for a series of from ten to one hundred or more talks during the year, depending on membership and extension work. If possible the subjects should be varied according to the seasons, local interests, happenings of the day, and in other ways be made helpful, attractive, informing and stimulating. A good plan is to choose a number of speakers in advance and secure their agreement to talk upon acceptable subjects on short notice. By this method one always has a supply of speakers on hand and runs small risk of disappointment.

d. Methods and principles

Each speaker should be told carefully by outline, if possible, what is expected from him, about how long he is to talk, in what way, to what kind of men, and to how many, and what you wish to accomplish. He should be encouraged, in case of technical, science or similar subjects, to demonstrate by models, experiment, machines, instruments, drawings, charts, pictures and objects, the subject under discussion. As a rule no fees should be charged and no expenses save those of car fare and other incidentals need

be incurred. The development of volunteer leadership will thus be encouraged.

No one feature will produce greater and more beneficial results for the time and expense involved than these informal talks. Results should be found in an intensified interest in new subjects; organization of new clubs; increased demand for new classes; larger student enrolment; more wholesome interests and greater service of the Association. Efforts should be made to secure one or more of these results to as large an extent as possible.

e. Talk topics

Some of the subjects which Associations have found most attractive are as follows:

Practical Science. Demonstrations in chemistry, physics, electricity, medicine, astronomy.

Travel and Exploration. Chats about vacation experiences; trips at home and abroad.

Government and Polities. Talks on problems of city and country life; government ideals and problems; political parties and principles; civics.

Biography. Talks about men of today and yesterday; who they are or were; what they are or were doing.

Modern Engineering. Bridge building, tunnelling, power plants, water supply, drainage, irrigation, canal building, aëronautics.

Music and Art. Conversations about the beautiful in song, color and form; musical composers; painting, sculpture, arts and crafts; books.

Personal, Domestic and Public Economy. Talks on thrift, savings, accounts, life insurance, building and loan associations, household accounts and expenses, expenditure of public money, taxes.

Nature Study and Woodcraft. Should be adapted to the season and community. Demonstrations are always interesting. Outdoor tramps offer good time and opportunity.

History and Economics. Discussions of current events, present-day problems, industrial life, factory production, labor problems, charity organizations, pauperism, crime.

Health and Hygiene. Bathing, care of the body, teeth, throat,

NO. 1. BOYS DROP OUT OF SCHOOL—ONE HUNDRED BOYS IN FIRST GRADE

BOYS' SUMMER SCHOOL—COLUMBUS, O.

eyes, skin. How to keep well; sex and personal habits; foods and eating; play and recreation; clothing.

Miscellaneous. How to use a razor; care of the hair; telephone; telegraphy; printing and newspaper work; medicine and surgery; law; the pulpit; value of an education; business methods; personal life problems; marriage; child life; photography; poultry.

5. Educational Tours and Trips

a. Principle

Seeing is believing, and what one sees he remembers. This is the underlying principle in the educational trip or visit. Such excursions by a group of men or boys may be made to any place or institution worth seeing.

b. Places visited

Among them may be mentioned:

(1) Local public institutions, such as gas works, electric power plants, water works, telegraph office or telephone exchange, post office, public buildings.

(2) Local or neighboring industries, as brick-kilns, packing plants, steel mills, mines, collieries, railroad yards, sawmills, dairying plants, newspaper offices and shops.

(3) Factories, as silk, cotton and woolen mills, bakeries, harness and shoe factories, potteries.

(4) Business concerns, as department stores, banks, wholesale houses, insurance associations.

The limit set by such excursions depends entirely upon the local community and its neighborhood within visiting distance.

c. Value

As a supplemental educational feature these trips are very useful. Classes or clubs may make regularly planned visits to industries or concerns directly or indirectly connected

with the subject in which they are interested. Practical talks may be preceded or followed by such visits and thus stimulate the organization of or attendance at classes and clubs. Association libraries can add materially to the effectiveness of their work through the promotion of tours and trips to supplement library books, courses or periodical literature.

The special value of the trip lies not only in the informal and semi-recreational type of instruction offered, but in the stimulation of new interests and wide acquaintance by those who participate. No less value attaches to the leadership involved and to the importance of interesting business men and managers in using their occupational facilities for good.

d. Organization and conduct

It is well to observe a few principles in the organization and conduct of such trips which Association experience has tested and tried:

(1) Visiting groups should be small, generally limited to ten or fifteen in number, but depending upon the place visited.

(2) The responsible leader who accompanies each group should have some previous knowledge of the place visited and of the men to be met.

(3) Such trips should be arranged well in advance with the management of the place to be visited. Advice should be given by mail, messenger or telephone at least a few hours in advance of the time when the party is to arrive.

(4) Arrangements should be made, whenever possible, for a personally conducted tour by an officer or capable employee, encouraging much explanation and demonstration.

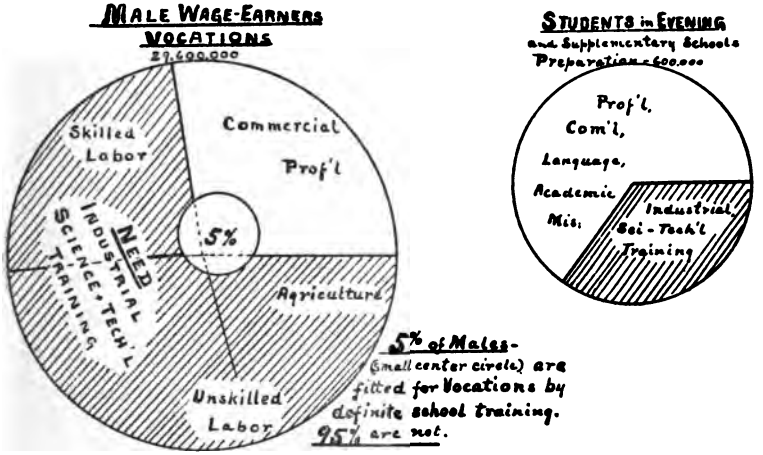
(5) Arrival should coincide with time appointed. Delays are exasperating to business men and are apt to prevent further assistance.

(6) Visitors should be discouraged from "wandering" or in any way interfering with workmen or appointed leader.

(7) Application for places in the party should be required in advance.

(8) A series of such trips should be planned well in advance that most efficient results may be secured.

(9) A word of thanks and appreciation should always be sent to officials of the place visited; publicity of such visit may well be had and if possible some report in writing for Association reports encouraged from the groups.



The large circle represents the 29,600,000 male wage-earners over ten years of age. The small inner circle represents the very small proportion of these males that have been fitted by definite educational training for their present vocations and occupations. About 27 per cent of the males are reported as in commercial and professional positions. The circle to the right, drawn to a different scale, shows less than 600,000 males attending evening and supplementary schools of all kinds. Nearly 70 per cent of these men and boys are studying commercial, language and professional subjects for which only 27 per cent of the vocational positions require such special training. The need thus shown is—(a) to do all that is possible to provide vocational training facilities to meet at least a portion of the needs of the 95 per cent of the males not yet educationally fitted for life work; (b) to place much more emphasis on the science, technical, industrial and vocational training privileges, for which there is so much greater general need, rather than on the commercial and professional subjects which are relatively so much better provided.

6. Class Lecture Series

a. Definition

The class lecture series is neither a series of unrelated lectures, such as outlined in the preceding section under "Lectures," nor is it class work, though it partakes of the nature of both. This feature is less formal and more systematic than unrelated lectures and more formal and less intensive than class work. Consequently either special lectures or extra class work or both may profitably supplement the class lecture series. Its function is to combine logically the stimulation, information and special training of the expert with the more or less systematic, carefully outlined and intensive work of the class room under the guidance of a teacher, and where there is much recitation, personal instruction and conference, the solving of problems and supplementary study.

The class lecture series may comprise from ten to fifteen lectures by one person, assisted possibly by others, upon one definite subject in which there may be more or less discussion, quiz and supplemental reading, concluding with or without examinations. Some of the subjects may be law, accountancy, insurance, business management, advertising, salesmanship, finance, engineering, aëronautics, character building, eugenics, agriculture and allied subjects. Such a course or series of lectures is planned and carefully thought out after much consultation with the leader and Association officers and finally arranged, advertised and promoted with the object of meeting the needs of a particular group of men in the community. Such work should not be confused with class work, and should not be advertised, promoted or reported as such. Thus the Association will avoid charges of superficiality in conducting courses which contain insufficient study, concentration and applied effort generally implied by the term "class work."

b. Organization and conduct

Responsibility for this feature rests, as in the case of other educational activities, upon the educational committee, the educational secretary or other Association officials. A special advisory committee often renders valuable assistance. Though a special lecturer may be used occasionally, it is desirable to make one person the leader and chief lecturer and place in his hands prime responsibility in outlining the topics to be covered. For this he should be paid, as in the case of other teachers, a fee sufficient to secure the best obtainable ability. Special lecturers may or may not be paid for their services.

Unlike class work no detailed record is kept of attendance, and frequently no examinations are held, though an occasional informal quiz is stimulating. Registration in such lecture series entails requirements similar to registration in regular class work. These courses are most successful when reading assignments are made and students are encouraged to do more or less collateral reading or special study and investigation. A small group may be organized as a club for this purpose.

c. Finances

Associations with thorough accounting systems charge off against the several features, including the lecture series, expenses of teachers, advertising and other items chargeable to the several accounts. The class lecture series, as to organization, promotion and financing, differs in no respect from regular class work except in degree. As a rule the expenses involved in special equipment, lecturers, leadership and advertising is greater for class lecture series than for most other features and consequently higher fees are charged. As a rule these lecture series are largely vocational in character, and are attended by mature and comparatively well-to-do men. This makes a relatively higher

fee possible than for other features. Furthermore there is generally no criticism or objection to this practice. Frequently tuition fees received will exceed expenses, in which case the excess may be used to balance the account of the other features carrying a deficit.

7. Clubs

a. Principles

The development of club spirit and of various forms of club activity in the Association opens the way for a larger measure of that stimulating influence of man on man which the organization always has sought to magnify. For the best results in educational clubs experience shows that each member should find congeniality and like-mindedness, comradeship, like interests, stimulation, in formal discussion and discussion and instruction and an opportunity to develop along those lines for which he has joined with others in similar interests.

The club, properly conducted, blends healthful comradeship with definite purpose, whatever its object or the cause of its existence. As an Association organization it should bind service with effort and Christian motives with personal desires, and as such no other organization, properly conducted, is more normal or more truly Associational in the proper sense of the term.

b. Classification

Clubs fall into two classes—Short term, and long term.

(1) Short term clubs have a more or less temporary organization and a minimum of formality. Their work is generally laid out in definite, carefully outlined units, and a delegated Association representative sustains a close relation of supervision and guidance. They have a value apparently out of proportion to their length of life. Among

boys particularly, whose interests change very rapidly, the short term club is that which can be used to greatest advantage. In this case one group of boys, within a few months, may become successively a stamp, bird, first aid, marble and garden club. In any event natural interests should determine the character of club work. With modifications the same is true of clubs among men though not to such a large extent.

(2) Long term clubs with permanent and continued organization, conducting adapted work in well-defined lines, are more effective instruments for systematic, sustained and permanent work. The secretary and appointed leader has a direct advisory relation to this organization.

c. Variety

The different kinds of clubs for men and boys are limited in number only by the various interests which can unite small groups for either short or long periods. The following is suggestive, not exhaustive:

(1) Literary: lyceum, literary, debating, public speaking, reading, book, dramatic, story-telling.

(2) Musical: as chorus, glee, mandolin and guitar, banjo, band, drum corps or orchestra.

(3) Scientific: as engineering, photography, electrical, chemical, astronomical, medical or aëronautics.

(4) Art: as sketch, water-color, art-photography, painting, arts and crafts, interior decoration, illustrating or cartooning.

(5) Civic: as politics, social economy and welfare, municipal problems, public improvement, or civic research.

(6) Business and Vocational: as salesmanship, stenography, advertising, business management, economics, transportation, banking, office efficiency, agriculture, or printing.

(7) Miscellaneous: first aid, historical, travel, collection, air brake, poultry, or apprentice.

d. Relation to other features

Clubs are valuable adjuncts to other educational features, such as classes, talks, tours and trips, library and extension work. A class often in time produces a club; likewise a club frequently begets a class with paid instruction. A club also may result from a talk or series of informal talks; similarly, a practical talk club may arrange and conduct such a feature for the Association during the season. A reading club generally centers in a library or reading room, and an "extension club" may make trips to various local, civic, business and industrial plants the main part of its program.

e. Principles of organization

Experience indicates that for best results certain characteristics and principles of organization and conduct should be observed:

(1) A club should develop from within outward and have a natural growth. Only those things which grow, not those which we make, have life. The proper origin of a club is an individual boy or man with an idea, having the power of leadership, being thoroughly in sympathy with the general purpose of the Association and in close working relationship with the management. Carefully encouraged and coached this individual shall quietly find another like himself, these two a third, and this nucleus should add to itself by natural accretion such friends as have the right interest, are congenial and willing to work. Thus were the twelve disciples chosen. Publicity of plans and work should follow, not precede, the organization of the club. Variations in method of organization may be had, provided the general principles are observed. Clubs must develop from few to many; not from many, such as one finds attending a public meeting, dinner or talk, to a select few.

No. 2. Boys Drop Out of School—Of One Hundred Boys in First Grade There Are Thirty-five in Fifth Grade

The Sage Foundation reports fifty-five in Fifth grade as the corresponding proportion of one hundred boys in First grade

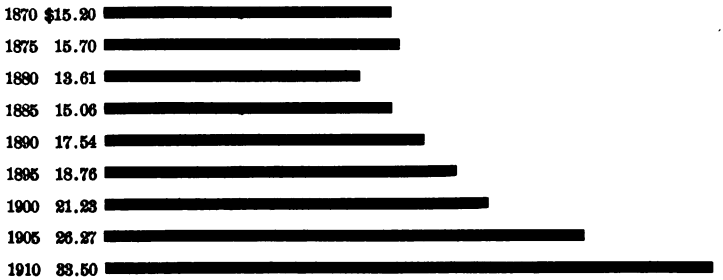
Course in Aeronautics for Boys—Indianapolis

Poultry Raising School—Portland, Ore.

(2) Congeniality, affinity of interest and like-mindedness. The presence of those in a club whose interest does not affiliate and associate them readily with others of the group is a source of annoyance to both and a menace to the success of the club. They should have not only like interests, but also like-mindedness to associate successfully. New members should be accepted after this test only.

(3) Exclusiveness. If a club is to include those who can work best together it must exclude those whose presence would not further the group's objects. A club, therefore, is necessarily exclusive in the sense that it keeps out unlike elements though not essentially in an undemocratic or obnoxious way. Associations should be free in granting the right of exclusiveness as far as a club's personnel is concerned, being careful not to cultivate an objectionable clique spirit by granting special unnecessary privileges.

COST OF EDUCATION PER STUDENT PER YEAR ATTENDING PUBLIC SCHOOLS



(4) Leadership. Most men and boys are "trailers." Consequently well-chosen leadership is largely essential to the success of any club whether that leadership depends on one or more individuals. There is value in training together under leadership; there is value in exercising leadership. The leader should have positive convictions, though not be

domineering in their expression, an aggressive personality and be possessed of a will which commands response. This is doubly true for adult leaders of boys or for leadership by older boys of their juniors. Moreover, the leader should bear close cooperative relationship to Association officers.

f. Twofold purpose

A club exists for the pleasure and profit of its members. It will not reach the highest level of usefulness, however, either to its members or others, unless "service" holds a large definite share in its program. As with the individual, the club's life depends on the expression of service in definite form in behalf of others. A club will do best work, will gain greater publicity, will wield a larger influence and will be of greater value to its members if it performs some definite piece of service; such may be to conduct an exhibit, give a series of special lectures and talks, equip libraries, organize social centers in needy districts, promote the Big Brother Movement, promote good citizenship, make social welfare investigations, provide Association scholarships for needy boys, furnish volunteer leaders for other educational features, conduct shop talks and in other ways serve the community.

g. Ups and downs

Club work would not be natural unless interest alternately increased and waned. At times interest is high, at other times it is low. One should not be over-enthusiastic for the first, nor worried about the last. Even should a club die out, if its purpose has been fulfilled partially but certain desirable elements have been lacking, there should not be overwhelming regret. At times it is desirable to "kill' a club if by so doing one can build a better. What is said under the section on principles, on long term and short term clubs is applicable in this connection.

h. Conduct and administration

(1) A club should be allowed to do nothing out of harmony with the Association's general policy or contrary to the judgment and will of the latter's officers. This does not rob the club of a legitimate right of initiative and self-control; on the other hand, a recognition of the principle gives to the executive officers a responsibility of oversight for legitimate and profitable club work and an absolute control in case of necessity. Frequent conference and close personal contact will insure harmony of action between club and Association officials.

(2) Property rights should be vested wholly in the Association. Harmony is much more apt to obtain when a club subordinates its individual claims to those of the parent organization. Experience has shown that complete control of club room properties and club equipment by the Association involves no loss of dignity or essential rights by the club. Furthermore, such an understanding and agreement completely removes any grounds for dissension or misunderstanding at any time.

(3) Adequate facilities in the way of room, equipment, adjustment of hours, publicity, counsel and supervision should be made by the Association to encourage legitimate club work, the same being withdrawn when, at any time, the Association feels justified in refusing further support. The Association should lend hearty aid in helping clubs secure equipment and should endeavor to preserve a club's rights in the use at stipulated periods of space, facilities or equipment. In addition, each club should enjoy as many supplementary facilities in the way of lectures, demonstrations, periodicals in reading room and books in library, classes and features as the Association can consistently furnish.

(4) Publicity of club activity is desirable to draw outside attention and deepen interest within the club. Besides

printed announcements, successful publicity may be obtained by the club through conducting some enterprise, such as an exhibit, a special entertainment, some special feature, a series of lectures and talks, a piece of research or some form of service. Because of its organization a club may often stand sponsor and be responsible for some feature securing therefor special talent or leadership which would be difficult to secure in any other way. Various forms of service which enlist more interest and publicity and produce favorable comment on a club should be encouraged.

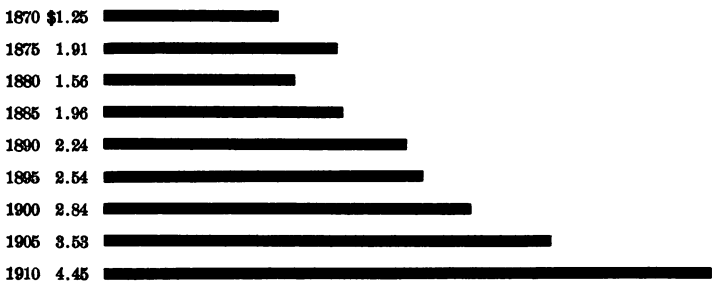
(5) Club membership should be limited to Association membership, the minimum Association fee being accepted. Additional club fees should be sufficient to cover specific and contingent club expenses. To avoid possible friction, secure close cooperation and insure responsibility, club fees should be payable to the club treasurer through the Association office. The club fee should be so adjusted that special assessments are rarely if ever necessary. Special expenses incurred in purchasing permanent equipment, etc., should be provided out of the Association budget or partly or wholly raised by subscriptions or moneys secured by the club, great care being used that in any solicitation of subscriptions the rights and wishes of the Association in respect to regular contributions should be met.

i. Purpose

Some desirable objects and advantages in club work are as follows: Men of various interests touched; helpful auxiliaries to other Association features; encouragement of cooperative effort; development of leadership; promotion of good fellowship; opportunities for helpful Christian influence.

Local conditions will determine the form and contents of club constitution, by-laws, reports and work.

COST OF PUBLIC SCHOOLS IN UNITED STATES, PER CAPITA OF POPULATION



8. CLASS WORK

Among the features for aiding men and boys educationally, class work is the most effective school phase of Association service. The nature of this work is so varied, its growth so rapid, it involves so many divisions each with its necessary and increasing detail, includes such important financial as well as industrial and commercial interests, that it seems best to give this subject the entire following chapter to its best treatment.

While class work is but one of the many types of educational activity in the Association, many Association officers and members limit the usefulness of the Association educationally by regarding class work in a few subjects as all there is to the educational department. A careful reading of this book will show the growing variety of efforts which a few Associations are successfully using in meeting the educational needs, and will thus aid many other Associations and other organizations in similar altruistic service.

IV. CLASS WORK

For the great majority of males employed in the day time, and especially for those 14 to 30 years of age and over who need fundamental and elementary subjects, evening class work is provided. A small group of eight or ten men or boys in session two or three times a week for definite study and recitation with an efficient teacher brings best results. Success depends on the student's earnestness, general ability, patience and faithfulness in attendance; on the ability of the teacher, and the interest that he may develop in the student; on the spirit and social atmosphere of the Association; and on whether the student receives or not what he needs.

1. SCHEDULE

In a successful Association it is necessary to have a definite plan for everything and everything in its proper or related time and place. Such plan or schedule should be determined as early as possible, printed in the prospectus and otherwise advertised before September 1. Such schedule should also be printed on cards or small circulars for distribution during the season, and occupy a large and prominent place in the Association lobby on a large bulletin board. The schedule on the adjoining page is practically the one in operation at present (1912) in a city of 100,000 population in an Association of 3,200 members, with 904 students in class work, and shows the boys' educational features cooperative with, but in separate rooms from, those of the men. For the second hour of the evening, as 8.30 to 9.30, many other classes, usually advanced, are held in the same rooms. By means of various marks the schedule also shows the general use of class rooms for a large and varied day work among boys and men.

EDUCATIONAL SCHEDULE

Class work begins October 2, 1911. All classes meet at 7.30 p.m. except otherwise indicated.

Room	H	C	K	L	M	O	E	A & B	Boys' Department		
									F	G	R
Monday	6.30 p.m. New Century Club	English Elementary	Spanish Elementary 7 to 8; Advanced 8 to 9 ||	Mechanical Drawing, Elementary =	Mechanical Drawing, Advanced O	Electricity, Advanced X	Shop Work +	Congress X	Junior Electricity	Group Course	English and Arithmetic
Tuesday	Algebra	Shorthand and Typewriting	German ||	Architectural Drawing =	Freehand Drawing O	Electricity, Elementary X	Pattern-Making +	Bookkeeping X	Manual Training	Boys' Club	Drawing
Wednesday	6.30 p.m. Economic Club	English Advanced	Commercial Law ||	Mechanical Drawing, Elementary =	Mechanical Drawing, Advanced O	Chemistry X	Machine Tool Work +	Penmanship X	Sign Writing	Civil Service	Boys' Orchestra
Thursday	Algebra	Shorthand and Typewriting	Spanish Elementary 7 to 8; Advanced 8 to 9 ||	Architectural Drawing =	Electricity, Advanced O	Electricity, Elementary X	Pattern-Making +	Bookkeeping X	Junior Electricity	Group Course	English and Arithmetic
Friday	*	Arithmetic	German ||	Technical Talks =	Freehand Drawing O	Chemistry X	Shop Work +	X	Manual Training	Civil Service	Drawing
Saturday	Practical Talk	Monthly "Pop." Auditorium					Machine Tool Work	Glee Club	Practical Talk		Shop Work

\+ Day work in Apprentice School, 8 a.m. to 12 noon.
X " " " Bookkeeping and Business Practice, 8 a.m. to 4 p.m.
O " " " College Preparatory Subjects, 8 a.m. to 6 p.m.
= " " " Technical and Industrial Subjects, 8 a.m. to 6 p.m.
|| " " " " " " " " 8 a.m. to 6 p.m.

2. Divisions of Class Work

a. Commercial and business

Commercial arithmetic, mechanics' business arithmetic, penmanship, business correspondence, bookkeeping, accountancy, stenography, typewriting, business and commercial law, commercial geography, office boys' training, business, commerce and finance, advertising, real estate, salesmanship, care of buildings, journalism, commercial apprentice schools, store schools, day schools.

b. Social science

History of the United States, municipal government, economics, ethics, sociology, civics.

c. Industrial and technical

Freehand drawing, industrial design, clay modeling, architectural drawing, plan reading and estimating, building construction, masonry construction, structural work in steel, mechanical drawing, blue print reading, machine design, locomotive and car design, physics, elementary electricity, applied electricity, electric wiring, electric railways, telegraphy, telephony, shop mathematics, applied mechanics, strength of materials, elementary chemistry, applied chemistry, metallurgy of iron and steel, mining and assaying, pharmacy, practical steam engineering, marine engineering, locomotive engineering, stationary steam engineering or engineers' license, boiler firing, ship drafting, navigation, surveying, municipal engineering, railroad engineering, first aid to the injured, personal hygiene, public health or community hygiene, textiles, shop work or manual training, arts and crafts, automobile work, window trimming, sign painting, sign lettering and show card writing, art in house furnishing and decorating, seamanship, motor boating, fire protection, printing, industrial apprentice schools, day technical schools.

d. Machine and building trades

Carpentry and building, pattern making, foundry work, forging, tool making, machine shop practice, sheet metal work, boiler making, metal roofing, tinsmithing, plumbing, heating and ventilation, steam and hot water fitting, bricklaying, plastering, house painting, fresco painting, apprentice schools for machine and building trades, day work.

NO. 8. BOYS DROP OUT OF SCHOOL—OF ONE HUNDRED BOYS IN FIRST GRADE THERE WERE SEVENTEEN BOYS IN EIGHTH GRADE

In many other cities this proportionate number is from twenty to thirty. The Sage Foundation report for selected cities is twenty-seven

WIRELESS TELEGRAPHY—EVERETT, WASH.

e. Language and academic

Business English, English composition and rhetoric, literature, English for Coming Americans, German, French, Latin, Spanish, algebra, plane geometry, trigonometry, physical geography, public speaking and elocution, reading course, elements of music.

f. Agricultural and rural science

Forestry, soils, field crops, grain grading and judging, rural economy and farm management, insects, pests and plant diseases, animal husbandry, poultry husbandry, dairy husbandry, rural engineering, agricultural clubs for boys, educational work in camps.

g. Special railroad

Subjects for enginemen, trainmen, office men, subsidiary company employees; also for those in air brake, transportation of explosives, administration, freight rates, combination of fuel, and many others. Railroad apprentice schools.

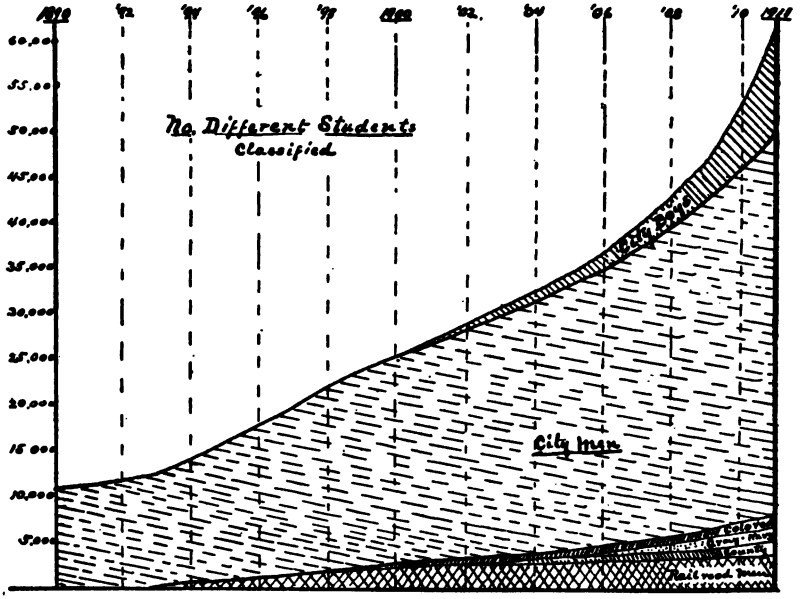
While the majority of these subjects will be treated as regular class and recitation courses, yet an increasing number of the more advanced courses and those for mature and experienced men in vocational training and semi-professional subjects, may be treated as a series of class lectures with quizzes, demonstrations and reading. See pages 29, 52.

h. Subjects pursued in class work

	1893	1902	1911
Business and commercial	60%	49%	38%
Social science	2%	2%	2%
Industrial and science	8%	17%	21%
Building trades	4%	5%	6%
Language and academic	26%	27%	33%
	100%	100%	100%
Total students	12,500	28,750	61,850

From the table it will be seen that while 60 per cent of the 12,500 students, or 7,500 in 1893, were pursuing business and commercial subjects, 38 per cent of 61,850 students,

or 23,503, pursued similar subjects in 1911. In other words for a clear understanding of the table one must relate the per cent in each case to the number of students for the year. While the business and commercial percentages have grown less and less, yet the total number of students in those subjects has been steadily increasing.



Of the 62,000 students in class work (1911) about 3,000 are Railroad men, 1,000 Rural, 1,100 Army and Navy, 900 Colored, 10,000 City boys 14 to 18, and the remainder of 46,000 are City men.

3. Terms

The Association educational year corresponds with that of public schools, institutes and colleges, or from July 1 around to July 1. The more active work runs from about October 1 to April 1, while a spring term from April to June is now conducted successfully in a large and increas-

ing number of Associations; also summer terms and boys' summer schools from July to September are operated at sixty or more points. While the season's work in a majority of subjects covers about six months, yet in an increasing number of larger Associations, and in places with educational secretaries, it is found convenient to arrange for a few short subjects in the fall term, as from October 1 to December 20, and plan for their repetition or add other subjects for a new constituency of men during the winter term, January 1 to April 1. In such places the three months' term is being considered the time unit for class work. The fall and winter terms usually run about twelve weeks each, while the spring and summer terms run about ten weeks each. The annual report for the summer term in any year will be made in May of the following year even though a few of the less important facts of such report have to be estimated.

The advertising concerning dates, length of terms, tuition fees, place of meeting, names of teachers or leaders should be clear and well understood.

4. Admission

Each person desiring to take advantage of educational privileges will first confer with the educational secretary, or other proper Association officer, counsel concerning what subjects and features it may be wise for him to take up, fill out his application blank and pay the regulation fees for the work selected. When conducted in the Association building such charges usually require a membership fee of from one dollar and up for boys, and two dollars and up for men, in addition to the tuition fees for the various educational privileges desired. Such total amount of payment, however, should be treated as a single item to avoid a troublesome confusion over numerous fees. For example, it is better to say that it will cost $9 for a man to take busi-

ness English and shop mathematics for six months, and while he does so he is a member of the Association; than to ask him to pay $2 limited membership fee, a $4 tuition fee for mathematics, and $3 more of tuition fees for English.

As a rule it is desirable that the regular membership fees for persons seeking educational privileges should be not more than the so-called limited membership fee of $2 or $3 or its equivalent in a generally accepted foundation membership fee in all Associations. Experience shows that the best results are realized from treating the entire matter on a simple *a la carte* plan—pay for what you select. To encourage students to make the most of Association privileges, to continue their courses as long as possible, and at the same time to make it equally valuable and attractive for them to take advantage of such privileges for any three months, or even for but one month, the most successful practice indicates one amount for such privileges for the year, and proportionally larger amounts by the term or by the month. For example, if the tuition for business English is $4 per term, the rates are usually $7 for two terms, or $9 for the year. If students are unable to pay the entire amount at once local arrangements are made for payments to be made in thirty or sixty days. It is of course understood that the Association reserves the right to change the schedule of any class or discontinue the same when conditions make it necessary; also to suspend or even expel a student for gross violation of proper conduct. In any such cases no refund of tuition fees will necessarily be made.

The card catalog system of filing applications and enrolments in the various educational features is in common use. The information desired varies with the place, but generally includes the date, name, residence, occupation and business address, age, nationality, Association membership, tuition fee paid, the different subjects of class work entered, and so on. See enrolment card, page 150. Secretaries will

gladly profit by the various kinds of cards and systems used in different Associations.

5. Tuition Fees

With the development of educational work in variety and quality, there has been a rapid total increase in tuition fees paid, from nothing in 1892 to $48,000 in 1901 and $528,000 in 1911. This increase has influenced some Associations to charge rather larger fees in some subjects than the best interests of the work would seem to warrant.

a. The principle

The Association is not run for money but for men; not for commercial purposes but for altruistic manhood building. To enable each man to understand something of the value of such work, and to form an element in the best training of appreciation, discipline and character, experience proves the wisdom of charging appropriate but relatively small fees. A person appreciates a thing in proportion to the sacrifice made for it or investment in it.

The membership fees in addition to the tuition fees paid by the men seeking educational privileges—and ranging from $2 to $5 or more per man—are relatively set over against the house charges of light, heat and a portion of the general expenses. The simple tuition fees as a whole in any Association should approximate—not be more than—the expense of teachers' salaries plus educational advertising. Much of such work in every Association must continually be conducted at a financial deficit, but the Association declining to conduct such work on account of a probable deficit records itself as a commercialized and non-missionary or un-Christian organization. Associations able to conduct courses among mature and well-to-do men able to pay $50, $75 or $100 or more for a course and thus secure a little surplus for such work, instead of cutting off

the non-paying efforts and classes, should turn such surplus over to meet the deficit and extend the practical usefulness of such missionary educational effort, either in the building or outside of it. Only in this way can we begin to practice the spirit of Christ and of helpfulness to men.

RECEIPTS FROM STUDENTS' TUITION FEES

YOUNG MEN'S CHRISTIAN ASSOCIATIONS

b. Official resolution

The following resolution was unanimously passed at the annual meeting of the Educational Secretaries' Association in 1911:

"Whereas the Association of Educational Secretaries recognizes the existence of at least three kinds of students:

"(1) Boys, foreign-born, and other young men who cannot afford to pay an amount equal to the cost of instruction in the common branches of 'the three R's.'

"(2) Young men and boys who can afford, and who prefer to pay an amount equal to the teacher's salary, for instruction in such classes as bookkeeping, drafting, mathematics and sciences.

"(3) Men with sufficient means to pay more than the cost of instruction, advertising and supervision in special courses, such as salesmanship, automobiling, accountancy and the like.

"Therefore be it resolved that it shall be our policy in determining fees to keep these divisions in mind and to adjust tuition fees accordingly, especially recognizing the importance of conducting work for the first division and using whatever surplus is secured from the third division to go toward the deficit incurred on the first division of students. It will, however, be unwise in most cases to expect educational departments serving only the first and second divisions of students to cover more than teachers' salaries from tuition fees."

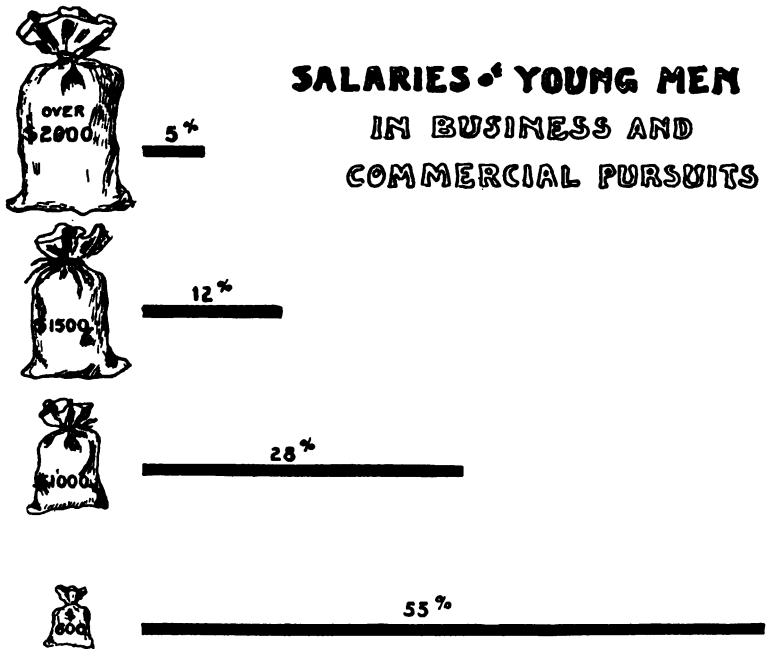
c. Size and variety of fees

Experience shows that for work in the building in elementary subjects the fees range from $2 to $5 per term of three months, two sessions per week; in industrial and technical subjects, from $3 to $10 for the same time; in language and academic subjects, from $2 to $10, depending upon the nature and character of instruction, as elementary or advanced. In no two cities are customs and practices concerning such matters the same. All schedules of fees, for successful results, are most closely related to local conditions. The following grouping, out of the experience of several Associations, seems to be practical and suggestive:

(1) For students in grammar school grades—three R's, including the employed boys' school, English for foreigners and elementary arithmetic, penmanship and business English—the students should only be required to pay what they can. The amount, however, should be predetermined and published with other matter relating to the course.

(2) For students in high school grades—the various kinds of drawing, mathematics, sciences, stenography and typewriting, bookkeeping, languages and other academic subjects—students should pay sufficient tuition fees to meet instructors' salaries.

(3) For students in technical school grades—semi-professional and more advanced work, as salesmanship, advertising, automobiling, applied sciences, advanced electricity, surveying, insurance, real estate, plan reading and estimating, and so on—sufficient tuition fees should be paid to care for advertising, salaries of instructors and leaders, and also a portion of the cost of supervision.



This diagram is the result of a careful investigation, credited to Mr. Edward Bok when editor of the Ladies' Home Journal. It shows that more than one-half of the young men in commercial and business pursuits are receiving about $600 per year, while only 5 per cent receive $2,000 or more per year. As a rule it is found that with the $600 men there are three times as many applicants as there are positions to fill, while with the $2,000 men there are not enough trained and educated men to fill the positions seeking such men. It is also found that the educational training and equipment of the men applying for the $600 positions are very meager. As a rule they have not had more than from five to seven years of elementary public school training. With from two to five years' additional industrial or vocational training these $600 men would be increased in their wage-earning capacity from $600 to $1,000, $1,500 or $2,000, ability depending upon their own personalities and circumstances.

NO. 4. BOYS DROP OUT OF SCHOOL—OF ONE HUNDRED BOYS IN FIRST GRADE THERE WERE THREE HIGH SCHOOL GRADUATES TWELVE YEARS LATER

The Sage Foundation reports five as the corresponding number of High School boys for each one hundred in the First grade, for cities with High Schools

SECTIONS OF DAY SCHOOL—CLEVELAND, O.

6. Class Sessions

Plan to begin active work as early as possible in the season and continue as long as practicable. If a summer term or a boys' summer school has been conducted, it will be easy to begin the fall term some time in September. If summer privileges have not been offered, the fall term may not begin till October 1 or even later.

a. All-round work

Increasing emphasis is being placed on discovering the physical, social and religious needs of each person in the educational department, and helping him meet such needs. It is certain that many persons taking four or five nights in class work would be far better served if they spent but two evenings in educational effort, two evenings in the gymnasium and an additional evening in a Bible class, or club or both.

b. Sessions per week

Before 1890 the average evening class session was one a week, in the next decade is was nearly two, and in the last decade it has been about two and one half sessions a week per subject per person. A student, as a rule, should be discouraged from spending more than four evenings per week in educational work, or from taking more than two subjects where each meets at least twice a week. In a number of Associations it seems desirable to meet certain conditions, so that special emphasis is given one or more subjects; hence we see three, four or five sessions in such subjects for the same group of men held each week; but this is unusual and such students should not take more than one subject.

c. Hours

The class hours vary with local circumstances, but for evening work are usually from 7.30 to 9.30 or 10 p.m. This

period is usually divided into two parts, when a change of classes is made so that a student would be able to attend one class from 7.30 to 8.30 and another from 8.30 to 9.30 p.m. In all such subjects as drawing, design, laboratory and shop work, bookkeeping and similar courses requiring much hand work with tools, papers and other material, the entire evening of two hours should be given to a single recitation. It is, however, desirable to plan the two-hour subjects so that they will not interfere with the single-hour subjects.

In many large Associations numerous educational privileges including talks and class instruction are held in the late afternoon, especially for boys between fourteen and eighteen years of age. This enables a number of physically strong boys who wish to utilize these hours to their advantage a rare opportunity.

Gradually much of such work will be done not only in the Association building, but at other convenient centers, or at places of employment for such men and boys; and not only in the late afternoon hours but perhaps even more generally in the early morning hours between 7 and 9 a.m. This is already the case in a number of continuation and apprentice schools under Association auspices. Many city Associations may well conduct such appropriate educational facilities in the early morning hours in connection with stores, offices, and other places employing boys.

d. Expansion of program

With the growth of the work and the congestion of such facilities in the evening, it is found necessary in many places to begin a number of classes at 5 p.m. and others at 6 p.m. to accommodate men from offices and shops with such educational facilities as they desire, even before their supper hour. Many students now take their educational sessions between 5 and 7 p.m., before going home. In a large number

of places thousands of men and boys go direct from their places of employment to the Association building, where they secure an inexpensive lunch or supper at 6 o'clock and begin their class work at 6.30, thus finishing by 8 or 8.30 p.m.

ARRANGEMENT OF SUBJECTS, HOURS AND FINANCES.

Subject	Room	Evenings	Hours	Tuition six mo.	Est'd No. Students	Receipts	Est'd Cost Teachers six mo.	Teacher's Name
Arithmetic.....	A	Monday and Thursday	7.30-8.30	$3.00	14	$ 42.00	$ 60.00	A. Putnam
Bus. English....	A	Monday and Thursday	8.30-9.30	3.00	15	45.00		
Mech. Drawing.	A	Tuesday and Friday	7.30-9.30	5.00	10	50.00	$ 72.00	B. Smith
Bookkeeping....	B	Tuesday and Friday	8.00-9.30	5.00	10	50.00	$ 72.00	C. Jones
Penmanship....	B	Tuesday	7.30-8.00	1.00	14	14.00		
Bus. Law.....	B	Friday	7.30-8.00	1.00	9	9.00		
Electricity.....	A	Wednesday	7.30-8.30	5.00	9	45.00	$ 48.00	D. Brown
Chemistry.....	A	Wednesday	8.30-9.30	5.00	12	60.00		
Advertising.....							$ 70.00	
Total.....						$315.00	$322.00	

e. Simple schedule

To aid hundreds of Associations in small cities and towns the following suggested program or arrangement of subjects, rooms, expenses and so on, based on actual experience is given in the adjoining table. It assumes two small rooms available; one night left open for lectures, talks and other features; four teachers; about $70 spent during the year for advertising; the largest class having only 15 students, and 51 different men in all; with a total class enrolment of 93. It will be noted that if properly developed this plan can be conducted with no more expense than is covered by the students' reasonable tuition fees. When properly advertised and promoted it is found that about one third

of the total students for the year will enter at the first session and about two thirds will have entered by the end of the second week.

7. Suggested Class Rules

While in the best Associations a formal rule is practically unknown, yet experience proves that certain suggestions have led unconsciously to better results. The students should be led to understand and appreciate the following:

(1) Regular and punctual attendance is expected.

(2) Three unexcused absences will forfeit a student's place in the class. Three times tardy without excuse will count one absence. For unexcused breaches of conduct a student may be suspended or referred to the committee.

(3) After the fifth lesson students are not received without special examination.

8. Courses of Study

a. Group courses

Courses of study involving many related subjects and aiming at vocational fitness for either boys or men, are steadily on the increase and to be strongly recommended. To this end the following group courses taken from "Outlines of Courses of Study," with their adaptations are being increasingly used:

(1) Commercial Course. First year. Elementary business English, commercial arithmetic, penmanship, spelling, business correspondence. Second year. Business English, advanced arithmetic, bookkeeping, commercial geography. Third year. Bookkeeping, English, business law, office methods. Fourth year. Accountancy, office practice, commerce and finance.

(2) Shorthand Course. First year. Elementary business English, commercial arithmetic, penmanship, spelling, business correspondence. Second year. Business English, stenography, business correspondence, office methods, commercial geography. Third year. Stenography, typewriting, English, office methods and practice.

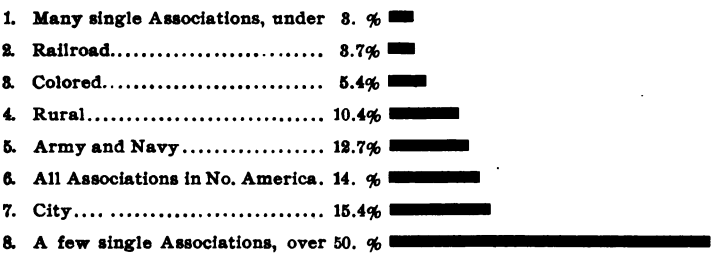
(3) Practical Mechanics. First year. Elementary business English, mechanics' business arithmetic, mechanical drawing. Second year. Business English, mechanical drawing, mechanics' arithmetic, laboratory work, elementary physics. Third year. Shop mathematics, machine drawing, shop work, elementary chemistry. Fourth year. Design, applied mechanics, applied electricity, chemistry, shop work.

(4) Electrical Course. First year. Elementary business English, mechanics' business arithmetic, mechanical drawing, elementary physics. Second year. Business English, electricity, laboratory work, algebra, physics. Third year. Applied electricity, advanced algebra, elementary geometry, shop work, chemistry. Fourth year. Applied electricity, shop work, shop mathematics, design.

(5) Plumbing. First year. Business English, arithmetic, drawing, shop work. Second year. Shop work, drawing, mechanics' business arithmetic, physics, chemistry. Third year. Shop work, drawing and shop methods, sanitation and ventilation, building laws of the city, rules of board of health.

(6) Boys' Group Courses, Grade I. Arithmetic, English and business correspondence, geography, history, civics and government, hygiene. Grade II. Arithmetic, English and business correspondence, geography, history, civics and government, experimental science.

PER CENT OF ASSOCIATION MEMBERS IN EDUCATIONAL CLASS WORK AMONG VARIOUS GROUPS OF MEN AND BOYS—1911



b. Subject courses

For the great majority of students single subject courses as in arithmetic, in mechanical drawing, or in simple electricity are desired, and the student usually elects one or

two of the 120 different subject courses now offered in the Associations as a whole, according as he has time and ability. Much importance attaches to the student's choice of a subject. The committee, educational secretary and teachers will be ready at all times to give helpful advice. If there is a definite aim on the part of the student for his life work it will not be difficult to select subjects that will secure practical results. The occasional addition of a new subject will be helpful. Especially should there be an effort to discover local need for one or two new subjects each term, subjects in which there is no help offered elsewhere in the community. This was always the case with Associations first starting schools for automobiling, salesmanship, poultry raising, eugenics, credit men, and twenty other subjects.

(1) Results of experience. In each of the subjects for class work as well as the group courses, the publication, "Outlines of Courses of Study," published by the International Committee, gives brief outlines secured from the most successful experience in the best evening schools, institutes and other facilities successfully helping large numbers of employed boys and men. In this work the committee with the service of the International examiners made great effort through the cooperation of twenty or more educators of the country, among employed boys and men, to make the results so valuable and practical that no educational secretary, teacher or Association officer can expect to do his best work without becoming familiar with the material of this book. It is very highly regarded by many educators outside of the Association movement.

(2) Aid local teachers. The purpose of these outlined courses is to aid local Associations in deciding upon and laying out their own courses for both boys and men, to help them improve the character and quality of their work and thus strengthen it as a whole. In each course outlined, and to facilitate the plans and work of secretaries and

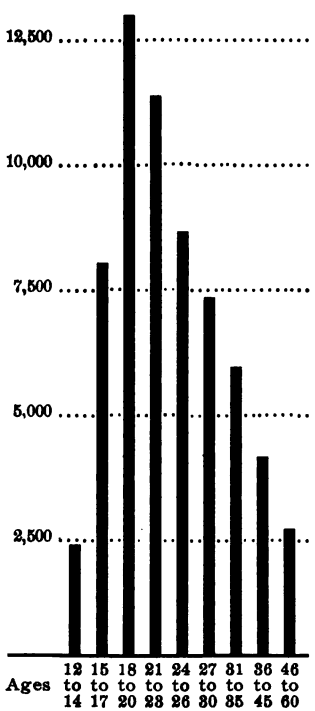
teachers, there is first given a list of the kinds of men or occupations to which the course is more especially applicable. This statement is also followed by another concerning the desired preparation on the part of the student before he can most wisely cover the suggested outline.

(3) Some necessary cautions. Special emphasis should be laid upon a sequence of subjects, as arithmetic before bookkeeping, algebra, physics or electricity; English before shorthand, bookkeeping and industrial subjects. For their own best good students should not be permitted to enter any course unless they can show that they have covered the preparatory work and can pursue the course with profit. In the great majority of outlines the course is divided into an elementary course for one season, and an advanced course for the second season.

(4) Brief outlines. The brevity of the outline is for a purpose. There are many excellent courses in each subject that may be pursued with equally satisfactory results, yet in all of them the essential principles are the same; hence the policy for best results to all, must allow all possible freedom for two of the necessary conditions of success, namely, the specialization for local needs and the essential scope of the personal initiative or individuality of the local teacher. A further extension of the International courses in detail would be at the expense of these two conditions. In preparation of work for home study the situation would be different. Each teacher, however, is encouraged to extend the brief outlines suggested and adapt them to best meet local needs.

(5) Length of courses. To meet the demands for better trained men, Associations are extending many courses from fifty to one hundred per cent. The average student ranges from 14 to 26 years of age, is employed, knows the worth of a dollar, usually does his own thinking, and means business. As such he can creditably cover in two years of three

nights per week what the ordinary day student who is six or eight years younger, covers in one school year of six hours per day. The word "season" implies at least six months, two evenings per week, when referring to Association courses of study. While some students may cover a course in one season others, because of different abilities and training, may require two or three seasons. Experience shows that *it is not the length of the course that counts, but the nature and quality of the work done.* Associations do not agree to fit men for positions or to pass them through any course in a certain time, but rather to offer opportunities for their training.



AGES OF STUDENTS
in Association Educational Classes
1911

Note there are 5.3 times as many males over 18 in this Supplementary Educational class work as there are under 18 years of age.

Note there are as many men over 31 as there are boys under 18.

There are 1,000 more students over 46 than all the boys 12 to 14.

The average age of all Association students is 28 years, and increasing.

Adult vocational training in ever increasing variety of subjects is one present need.

No. 5. Boys Drop Out of School—Four Fifths of the Boys Leave School Before the End of the Grammar Grades, to Go to Work in Shops and Factories

Business English—Paterson, N. J.

Carpentry, Boys' Club—New Haven, Conn.

9. Special Courses or Schools

The uniqueness of the movement is shown nowhere to better advantage than in the successful way many Associations have met new educational needs of the day caused by the ever increasing vocational demands of the times.

With its purpose to help men and boys, with its freedom from the ill effects of too much system and tradition, often inspired to do something different from any other institution in the line of meeting new needs—the Association has thus pioneered many new special schools or courses. For example, the first auto school in America was born in the Association at Boston in 1900.

From experience in these special schools the following suggestions as to the organization and conduct of such a feature will be appreciated:

a. Discover the need

The first step is to find out what need there may be for such a feature as an auto course. Many personal interviews of leading auto men, of owners of machines and of chauffeurs, to discover whether there is a need. If there is a real need for such facilities, but as yet not appreciated, then steps are taken to create an interest and an appreciation of such need.

If such course is needed then an advisory committee of three to five prominent men who are sufficiently interested to back it and practically underwrite its budget is secured. Often six months or a year may be required for the necessary preliminaries. The success or failure of the venture often depends on this foundation.

b. Secure an adequate leader or teacher

This is vital. The advisory committee together with the proper Association officers unite on such an experienced, tactful leader, determine his salary and employ him for full

time. With him in charge of details, the course is mapped out, equipment secured either from loan, gift or purchase, adequate space on ground floor, as a garage, obtained, and advertising commenced.

c. Promote it

Its promotion, advertising and development will depend on the amount of interest and conviction shown, the kind and quality of work done and service rendered the students, and the measure of the Association's vision of its opportunity and responsibility. Any such course whether held in or outside the building should be under Association auspices, controlled, administered and supervised by it through the educational secretary, the same as with a class in bookkeeping or a course in electricity. This kind of pioneer service of the Association in its many new lines of effort is much appreciated by thoughtful citizens.

10. Text Books

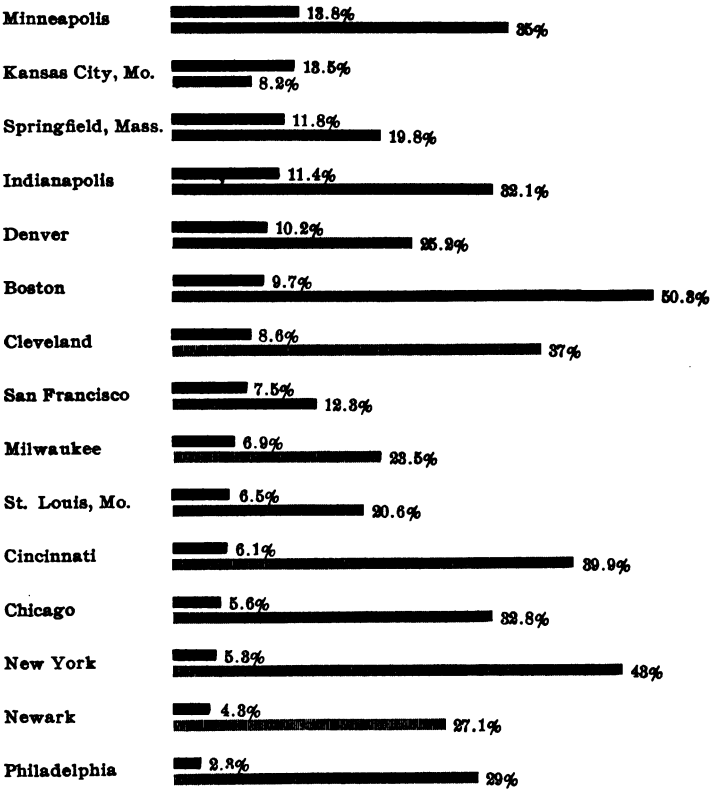
The movement being of wide area and involving all methods of teaching, several text books are suggested in each subject in "Outlines of Courses of Study." These are the ones found in the widest and most successful use in the various evening schools. The educational or general secretary in cooperation with the teacher, should select the text book, where one is used, in which the best results can be accomplished whether such book happens to be mentioned in the list or not. No single book should be slavishly followed. Further aids will be found in the use of International examination questions from year to year. Most successful teachers and educational secretaries obtain much help and inspiration for their work in many technical, industrial, science and commercial courses, as found in the current magazines and periodicals. Text and reference books for all courses, technical and engineering periodicals, trade catalogs of large

engineering and manufacturing companies, blue prints, working drawings, and other forms of printed matter may well be added to the reference library.

In many places text books and other supplies are found in stock at the Association building during the opening weeks or through the season, and may be secured at favorable rates.

HIGH SCHOOL AND ASSOCIATION COMPARED, 1911

Proportion of High School Students to all Public School Students—black line.
Proportion of Y. M. C. A. Membership in City Association Educational Classes—gray line.



11. TEACHERS

a. The kind of teachers necessary

The teacher is the life of the class. It is necessary to have a person thoroughly competent as instructor, leader and guide, the best available within reach, of sterling Christian character, and full of sympathy with the all-round work of the Association. As a rule the most successful teachers come from business positions, drafting rooms, manufacturing plants, banks, places of high trust and long experience in efficient service. They must be practical men, magnetic, able to command and hold the interest of young men and lead them to a mastery of their subject.

Fruitfulness and efficiency of the teacher's life and of his work in the Association will be largely improved by regular meetings for teachers, and through occasional joint meetings with the educational committee. Among the means for promoting unity of effort and harmony of action—both indispensable—none excels the teachers' meeting.

b. Salaries paid

The salaries paid for such service vary in different localities and with the subject, from $1 to $3 per session in class work, to $10 and more per class lecture session in professional courses; an average for the 2,549 teachers in all subjects in 1911 was $1.25 per hour.

c. Faculty organization

The organization of the teachers and leaders into a faculty, with regular monthly sessions, has proved of great service to the teachers and promoted unity, interest, quality and favorable attitude of the public toward the Association. As in Dayton, a strong and healthful social element has possessed such faculty organization for many years and has greatly stimulated the life of the entire Association. At some of their monthly sessions a spread of some kind

coupled with wholesome fun—judged by their programs—was said to result in more of good to the teachers than was anticipated. Such sessions were often held at the homes of various members of the faculty, either from 5.30 to 7.30 p.m. on class nights, or on an occasional Saturday night or holiday when class work was omitted. Mr. E. L. Shuey, for twenty-five years a member of the International Committee and very actively connected with all phases of the Dayton work, says: "I cannot speak too strongly in favor of faculty organization. For years it has been more beneficial to each of our teachers as well as to the Association as a whole than we anticipated."

d. Publications

To gain an intelligent knowledge of what is done in Association educational work, a knowledge of its literature is necessary. Each teacher should become thoroughly familiar with it:

(1) "Association Educational Work for Men and Boys," $1.00 in cloth. It gives the history, principles and policy of all phases of educational work, treats in detail of the general features, methods of conducting class work, efforts among railroad men, among boys, of industrial and vocational training and is fully illustrated.

(2) "Outlines of Courses of Study," 50 cents in cloth; containing the brief standard courses of study, and the regulations governing the examinations.

(3) The illustrated Annual Report of the Educational Department, giving the facts and summaries concerning the condition of the work in various lines and places, and also much additional timely material. 25 cents.

(4) He should take *Educational Notes,* a bulletin published monthly in the interests of the work.

(5) He should keep the record of the attendance and

work of each member of the class as provided for in the Revised Class Record.

e. Methods

With the earnest young men in the classes, the brief time at their disposal, and the necessity for greatest help given in the shortest possible time, emphasis is placed on the following suggestions for all courses:

(1) Every effort should be made to lead students to think for themselves, to see the reasons for each step and thus develop individual power and ability.

(2) They should be helped to formulate rules and principles naturally and inductively from a familiarity with the operations which these rules and principles describe.

(3) Best results come from leading students not only to understand thoroughly, but to acquire the ability to correctly apply the principles of each subject as related to the practical duties of life. Before beginning work in any subject each teacher should become thoroughly familiar with the standard courses of study in the subject, with the plan and object of the movement for unified work, the suggestions from the examiners, and the character of the examinations.

(4) In outlining a lesson to a class in drawing or in any industrial subject or in shop work, experience shows that it is well to give a blackboard description of the lesson with its details before the class even if blue prints are furnished individual students. Where the work in a subject is entirely individual and no two are on the same topic or problem, these helpful blackboard descriptions cannot be so extensively used. The tendency at present, especially in all advanced work even in the fundamental subjects like bookkeeping or drawing, is more and more towards individual work with students. A class for purposes of best individual help should not be over eight or ten men for a single

teacher. In elementary courses in arithmetic, bookkeeping, penmanship and English fifteen men may be satisfactorily taught; and in the lecture subjects, as business law, twenty or thirty or more men may be equally well handled by one teacher.

f. In general

Talks on habits of study, or how to secure the most from a given subject, will be most helpful, especially at the beginning of the year; and friendly chats with suggestive hints on making the most of time and opportunities together with new methods and improvements should intersperse the entire work.

For the average student in drawing, mathematics or science and shop work, it is suggested that half the time should be spent on the drawing, mathematics, physics and mechanics, and the balance on shop work with tools or in the laboratory. The student in shop work should be encouraged to make his own working drawings for the articles he constructs in wood or iron as far as such practice continues helpful. Emphasis should be placed on all forms of study of the English language, as correspondence, use of words, spelling and composition. When these have been well provided for, attention may then be given to the foreign languages.

A student should not attempt too much. Lead him to take up few subjects and do thorough work. Time should be taken for the satisfactory preparation of every lesson or bit of work required. The men should be encouraged to use the library and study rooms of the Association and to feel that the secretary, the teachers and officers are willing to render them every possible assistance.

Most students will find regular exercise in the gymnasium a help to them in their study and class work. The best interests of the Associations as a whole can be conserved

only as we develop capable minds in physically sound bodies, and all for the purpose of service to others.

g. Male teachers necessary

Twenty per cent of the public school teaching force in the United States are males. In some states the per cent of male teachers is less than 7 and ranges from that up to 47 in other states. In Great Britain the proportionate number of male teachers is much larger than in America. In Switzerland 53 per cent of teachers are males, and in Germany 60 to 70 per cent. If the New York "equal pay for equal work" movement of 1911 should become general, the present 20 per cent of male teachers will grow less and less. The result will tend toward even larger feminization of the American public school in character and influence, which will cause boys to leave school, from about the sixth grade and up through high school, in larger numbers than ever.

In view of the present tendency the Young Men's Christian Association, with practically its entire teaching force experienced males of strong character and influence, has a unique opportunity which challenges respect. This helps to explain why so many parents are anxious for their boys to go to school at the Association in the day time even at an extra expense of $8 to $10 per month.

PER CENT OF PUBLIC SCHOOL TEACHERS THAT ARE MALES

No. 6. Boys Drop out of School—Unemployed and Bench Warmers, the Result of Lack of Training

Plumbing—Portland, Ore.

Furniture Design—Grand Rapids, Mich.

12. Examinations

a. Importance

Examinations are valuable exercises in Association work. They have proven beneficial for the following reasons: They have served as a most helpful stimulus to many teachers and students, and have encouraged much more thoroughness and definiteness in the work. They are valuable as exercises in written English, as they require concise, comprehensive statements. One needs not only to know, but to be able to express what he knows. They reveal to the students and others their own weaknesses and defects as well as their abilities and successes. They demand concentration of mind, sustained mental effort and a ready use of one's resources, all of which are valuable educational discipline.

b. Dates

Every Association is invited to participate in these annual exercises, held usually the first week in April, the second week in June, about the middle of December, and at such other times as may be arranged (see special announcements). In subjects in which International examinations are not offered, the Association is urged to give its own local examinations.

c. Regulations

The orders for participation must be received before a certain date; the tests must be given on the exact date specified; each student must have a copy of the questions direct from the International Committee; papers marked 65 or more by local teachers must reach the International Committee within ten days after the test.

The standard courses of study, embracing the essential and universally accepted principles of the subjects as applied

in all of the best evening schools in America and Europe, and the examinations covering such fundamental principles, give each teacher and class a breadth of view and a standard to attain in any subject, which is most beneficial to all. Ever since the organization of these examinations their character has been such as to favorably commend them to business men and educators throughout the country.

Through this unification of class work, with standard courses maintained by rigorous International examinations of high character, there is greater efficiency for young men and for life work preparation.

13. Closing Exercises

The closing exercises are usually held a week or ten days following the close of the year's work in April or June. This should be made the most interesting and dignified educational gathering of the year. It may involve more than one evening, depending upon the conditions. It should include the formal program of exercises, the alumni banquet, and a social reception in which the exhibit is made the chief attraction. The exhibit should remain open for a week and special effort be made to bring out the public. The formal closing exercises, however, may be conducted by every Association, no matter how small. The program should include much music, utilizing the department glee club and orchestra, one or two short addresses, the awarding of certificates from local examinations, and extending special honor to those whose papers were graded seventy-five or above in the International examinations. The spring, summer and fall educational features should be announced at this time so that the young men may plan at once to continue their studies. Effort spent on such programs has always proven an excellent investment.

The following is the program of the commencement exercises in one of the city Associations June 3, 1911:

Overture,	Association orchestra.
Invocation and remarks,	President of Association.
Music,	Association Glee Club.
Oration,	One of the students.
Recitation,	One of the students.
Music,	Association orchestra.
Annual report educational department,	Chairman of Committee.
Music,	Association Glee Club.
Address,	By the leading educational authority of the state.
Presentation of certificates and awards of honor.	
Music,	Association orchestra.

A reception in the rooms of the exhibit preceded this program. The banquet followed three days later. One thousand five hundred of the city's best people attended the closing exercises, and one hundred and forty attended the banquet.

14. Summary of Items on Class Work

To summarize, the best conduct of class work will naturally include:

a. Classification

A classification of plans, effort and printed matter, including both subject courses and group courses, according to the classification of subjects in "Outlines of Courses of Study."

b. Local needs

The kind and extent of the subjects taught will be determined by the study of local conditions, and the promotion of such work will be adapted to meet local needs.

c. Terms

The school year as a whole may be divided into a fall term, winter term, spring term and summer term, the length varying from 10 to 15 weeks each, depending upon local customs; the class periods and length of sessions for evening work will vary according to local conditions, and similarly with sessions for day work.

d. Tuition fees

Tuition fees will be charged, but these will not be aimed to produce revenue. The factors which determine the size of the fees are the nature of the work, the kind of students, the number of hours, the salary paid the teacher, and other similar items. Fees vary from $1 to $10 per subject, with corresponding arrangements by the term or year, and as to single subjects or group courses.

e. Text books

The text books, if any are to be used, depend upon the subject, the kind of students, the teacher and the results sought. No single text book as a rule should be slavishly followed.

f. Teachers

The selection of teachers. The best are those of sterling Christian character who have had much practical experience in the subject taught; who are attractive and responsive in personality to the needs of men and boys; who are filled with the altruistic Association spirit and place emphasis upon character building in their work; to whom reasonable salaries are paid for service effectively rendered.

g. Know the student

Conference with students, especially at the beginning of the term, to make the way easy for them, to give them a

proper view of their opportunities and responsibilities, and also to profit by that necessary experience that can be gained only in contact with men.

h. Know the class work done

The frequent, careful visitation and inspection of each class to encourage both the teacher and the student; to discover any possible wrong tendencies and correct them; to emphasize good qualities and tendencies; and to know what is going on.

i. Teachers' meetings

Meetings of the teachers with the committee at the opening of the term to inspire and unify their general efforts; occasional meetings with teachers singly or in groups at other times for various purposes; and a faculty meeting at the close of the term to make reports and suggestions for improvement.

j. Student rallies

Students' rallies for inspiration at convenient intervals, especially in the fall, at a number of social events during the season and at closing exercises.

k. Office detail

The successful handling of the office work will include:

(1) The application including membership, conference with secretary and teacher concerning choice of work, the registration blank and tuition receipt.

(2) Class enrolment, the appropriate receipt and office registration.

(3) Class records and reports, use class books or the card system; record attendance for each class session, for each month; report cards and certificates.

(4) Examinations, whether International or local, or both.

15. Day Work

a. Opportunity—responsibility

The development of Association educational work, together with the increasing variety and demand for appropriate training, prove that in a very large and increasing number of Associations, either large or small, there is a field for successful day work supplementing the evening work and closely related to it. Thirty or more Associations now conduct such facilities of various kinds—commercial, industrial, academic, college preparatory, apprentice, vocational—with nearly 5,000 different students enrolled. The attendance of such a body of students, each paying a tuition fee of from $8 to $12 per month, proves the existence of a demand for appropriate training, and shows that the Association has a field for this kind of service corresponding to its appropriate evening work. In general every city, railroad, colored, industrial, army and navy, or other Association which rents any of its rooms to an outside party for the conduct of a day school, a business college or other educational feature, is in most excellent position to operate all such work under its own Association auspices and not to do so is today a sign of weakness. If outside agencies can successfully conduct such day schools in Association buildings and make good, as is done, the Association with similar leadership and under its own auspices can make such work all the more effective and helpful both to the men and to the Association.

b. Reasons for day work

Some of the reasons why Associations conduct day work are given from experience as follows:

(1) To more fully utilize the Association capital invested in space, equipment and supervision.

(2) To economize operation, supervision, teaching force, advertising and the prestige of the evening educational work.

(3) To serve employed men and boys who are not accommodated in the evening classes.

(4) To meet a demand not yet supplied by public or other day schools which do not afford the additional privileges offered by the Association.

(5) There is no special virtue in the Association limiting itself merely to evening work—a gas light university.

(6) To help men who have irregular times of employment, and by its methods of individual instruction most helpfully serve any who are misfits in vocational or school training.

(7) To provide for men who work during the night, of whom there is a large and increasing number; and to aid an increasing number to prepare for college in a shorter time than is possible in public high schools, because of the longer hours we can give.

(8) To provide for more intensive and adaptable study of a special subject than is possible in many other places.

(9) To provide for boys who have physically outgrown their grades or who for other reasons were not successfully served in public schools.

(10) To enable parents who so desire to secure that training for their boys in facilities which are permeated by the social atmosphere and Christian spirit of the Association life.

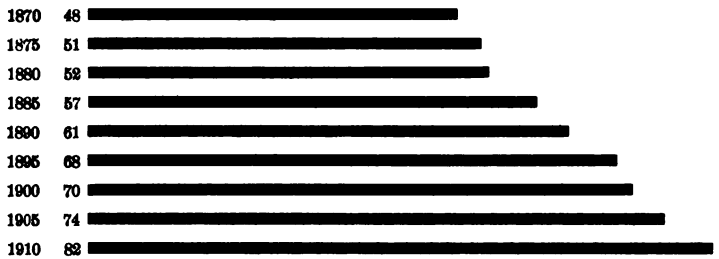
(11) To do appropriate work for boys and men in the day time for the same reason that evening work was organized—to meet needs.

(12) To wisely use the equipment given by friends, and because it is poor economy to have a plant lying idle two-thirds of the time.

(13) Experience proves that the practices and experiments of Association work, both day and night, have been exceedingly valuable in guiding the leaders of public school work and also aiding those in private schools.

(14) The Association aims to develop the entire life of the student with special reference to character building, and because in its day work it can furnish more real, practical and helpful service than any other educational institution on account of its varied equipment in library, club, physical, social and other features. In a few Associations a larger proportion of students in day work were led to Christ than through the distinctive religious work and Bible classes.

THE AVERAGE NUMBER OF DAYS' SCHOOLING PER YEAR GIVEN EACH PERSON OF SCHOOL AGE



Experience shows that there is an increasing number of young men of various ages taking advantage of our day educational privileges for from three to five hours per day, and who at the same time are earning sufficient funds on the side during the balance of the day to carry the entire expense. Many thousands of young men today are acquiring most substantial educational training by this plan of giving a part of each day to cumulative systematic study under wise leadership, and at the same time carrying on their regular vocation. This plan of studying has at least two advantages. First, it enables a person to live and support his family at the same time that he is obtaining an educational training. Second, it affords plenty of time for much necessary thought and meditation—qualities all too scarce in educational institutions where a person is cramming a course of training into a few months.

MACHINE DESIGN AND AUTOMOBILE CONSTRUCTION—MILWAUKEE, WIS.

MECHANICAL DRAWING—SPOKANE, WASH.

c. Its organization and conduct

Some suggestions concerning the organization and conduct of day work from Association experience are as follows:

(1) Day work should not be conducted as an independent department, but be a vital part of the whole educational work of a local Association.

(2) It should be administered by the same educational committee, secretary and other officers as the evening work, with possibly an assistant or principal giving special attention to its management.

(3) Both subject and grade courses should be offered and emphasis be placed on those courses extending over one or more years.

(4) Bible study and appropriate chapel exercises will be made a regular part of the day program and these will be in keeping with the Christian character and spirit of the work as a whole.

(5) It will be elastic and flexible in the matter of hours, days, length of term and method of paying fees.

(6) It will minister to no single group of students but will include privileges for all groups whose needs can be appropriately met by the Association in the day time.

(7) The relations between day and evening work are reciprocal and students may be transferred from one to another as circumstances require.

(8) Its influence is very helpful in cultivating the appreciation and support of parents and of the public.

(9) Its expense is usually covered by the tuition receipts, especially when once established and with an enrolment of 50 to 100 or more per month.

(10) The same teachers are very often employed for both day and night work, thus economizing in teaching expense and administration.

(11) The beginnings are usually small, with development according to discovery of needs and methods of work.

(12) A separate system of accounts is desirable in order to arrive at proportionate expenses and receipts.

(13) Teachers are employed on the salary basis and not on the percentage basis.

(14) The privileges are made good enough for the wealthiest and at the same time cheap enough for the student of most modest means.

d. Day work summary

The wisest planning for day work will include:

(1) The purpose is the same as evening work—to meet needs; adapted methods, subjects and classes; wise combination of effort with physical, social and religious features; utilize idle equipment, economize on teaching, supervision and advertising.

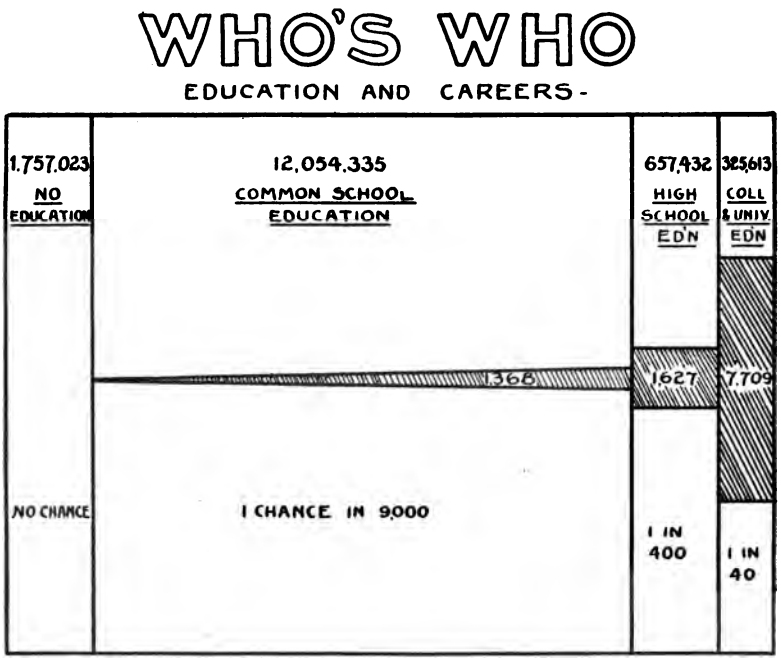
(2) The kinds of students will include those of all ages temporarily unemployed, or those with irregular hours of employment; regular students with special needs; regular public and private school boys; those whose parents seek a definite Christian atmosphere for the education of their boys.

(3) Both subject courses and group courses will be taught and all with a distinct vocational aim. Depending upon conditions they will include language, commercial, technical, trade, academic, professional and other vocational subjects.

(4) The tuition fees will be adapted to the situation, usually varying between $8 and $12 per month, with rates for full time or for an entire course of a year, placing a premium upon continued attendance.

(5) Its administration and office work will be closely connected with and a vital but separate part of, the administration and office work of the educational work of the

entire Association. It will include special enrolment of day students; the securing of one or more necessary teachers, preferably for full time; appropriate regulations concerning attendance, discipline, records and reports similar to those of the other best schools.



The facts are drawn from the United States Bureau of Education and interpreted by Mr. N. C. Schaeffer, the efficient state superintendent of public instruction for Pennsylvania. The proportion of students in various kinds of educational training, as well as of no education, are shown to scale. Similarly, but on a different scale, the shaded area shows the educational training received by the 10,000 men whose careers have been such that their names were selected for "Who's Who in America." The value of educational training in the successful lives of prominent men is clearly shown in that 77 per cent of such men in "Who's Who" are those with college and university training, while less than 14 per cent of them had only a common school training, and no man without some kind of education was found to have had a sufficiently successful career to be counted worthy of a place in the list. In other words, if young men aspire to serve their country and this generation to the best advantage they stand no chance whatever of so doing if they have no education, only one chance in 9,000 of such relative success if they have only a common school training, but from the above diagram they seem to have at least one chance in 40 of reaching such success if they have obtained a college or university training or its equivalent.

V. ADMINISTRATION AND SUPERVISION

1. Nature and Principles

a. Importance

With the growth of Association educational work and the increasing demands for vocational training, it becomes more and more necessary to secure wise and most effective administration of such educational features as will meet the situation. Educational work may be a success or a failure in proportion as it has the right kind or the wrong kind of administration. As a rule the better the man as an educational secretary, the larger and better the work, and this in turn brings more of money and support with which to secure more and better men, to do more and better work, to obtain still larger support, to secure more and still better men, to accomplish far more effective results among men and boys; and the good work thus goes on multiplying its usefulness in a cumulative manner.

b. Supervision vs. administration

A distinction needs to be clearly made between the terms supervision and administration. Supervision in its strict sense is the professional handling of the psychological principles of education, especially as related to teaching. Administration is the actual process of conducting a business or an educational enterprise. Professional experts as a result of years of study and research in psychology and pedagogy have been fitted to supervise the proper teaching of special subjects, as of drawing, of art, or of language. In the Young Men's Christian Associations, while we have some opportunity for experienced supervisors in the proper sense of the word, yet nine-tenths of the conduct of local Association educational work at present comes properly under the head of administration rather than supervision.

Administration is absolutely necessary before supervision. In local work the term supervision will really mean the effective conduct of various activities—which is administration.

Administrative ability is a power and practically universal; while supervision is an art and means knowledge psychologically used. Administration is executive or business management; while supervision is educational and professional. Administration is native—many are born to be natural administrators; while supervision is acquired—none are born supervisors. With the development of Association educational work emphasis must be placed on adequate training to make men efficient administrators, i.e. successful educational secretaries.

c. Officers

(1) The board of directors is the official and ultimate authority. In proportion as it includes men of affairs, active, with large vision, sympathetic and cooperative, will appropriate educational work be organized and prosper.

(2) The educational committee is a part of the board of directors directly related to the administration of the educational work as a whole. It helps secure adequate revenue, aids in obtaining best results, and represents both the public and the Association.

(3) The educational secretary is the salaried officer of the Association, the administrator of the department, and agent of the educational committee to execute the Association's educational policy.

d. Some essentials

(1) Successful administration often depends more on keeping unimportant things from being done in a wrong or mistaken way than in developing useful policies in the correct way.

(2) In the successful solution of large problems involving different leaders, the personal equation and the varying qualities of individuals and personalities must be harmonized.

(3) Real problems and conditions, often without precedent, must be met.

(4) Effectiveness within the Association must supplement cordial cooperative relations outside.

(5) Wise and efficient administration will: (a) know the times, the tendencies and needs of men and be able to harmonize the efforts to meet such needs and make them effective; (b) keep ideals to the front and magnify them, emphasize character, nobility and all that makes for manhood and boyhood; (c) cultivate good common sense, which seems to be an increasingly valuable factor; (d) discover quickly such plans as will meet needs, and know which will not do so; (e) avoid all entangling alliances; (f) use subtle logic in some cases, resist new ventures in other cases, puncture conceits in a few cases, increase resources in others, and organize adequate forces to meet particular situations.

2. Educational Committee

a. Its size

This is one of the most important committees in Association work. Three men are generally sufficient, though in some large cities five or seven men may be preferable. The small committee can be gathered quickly, can readily reason together and yet is large enough to be effective; is more likely to carefully consider reports and do business, accepts greater individual responsibility, can more quickly harmonize and arrive at a decision, takes more interest in details, is better able to deal quietly and wisely with delicate matters and usually attracts a superior quality of men.

A large regular committee of more than seven men is usually to be avoided, as it is hard to get a full attendance, is open to much wire pulling, is apt to be more responsive to popular tendencies and tangents at the expense of continuous hard work and quality of service; only orators seem to get a hearing and it is not likely to handle delicate matters wisely, or effectively locate responsibility.

b. Its composition

These different committeemen should be drawn from and represent the leading industrial, commercial, trade and business interests of the community. The nature of their work is such that only those competent and willing to serve should have the honor of appointment. Paper committees generally do more harm than good. This committee as a whole has charge of all the educational features—the reading room, library, lectures, educational clubs, talks, tours, class work, and other sections of effort.

Interested, capable, Christian business men as a rule serve best on these committees. Occasionally a public school officer or teacher serves with credit. The opportunity for such an officer who measures up to his privileges and feels the responsibility of his position is equal or superior in point of influence to that of a director or regent in a college or university.

Good timber for such service has been found among manufacturers, merchants, contractors, bankers, successful college men in many walks of life, men who are able to think for themselves, have convictions, and are able to explain reasons for their conclusions. Avoid using inexperienced, unsuccessful men in any line.

c. Its duties

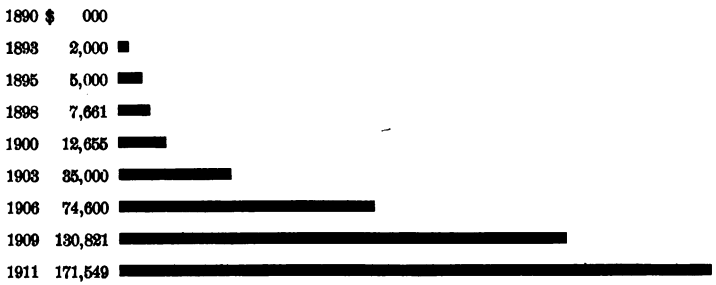
The committee and the educational secretary, if there be one, will need to give much time and effort to make the

work successful and a credit to all concerned, but such investment of energy pays largest dividends in successful manhood. They will need to study the field, confer with employers and especially with superintendents and foremen in order to intelligently discover the educational needs of men and boys and the best means to meet such needs. Some of their duties are described in succeeding pages. Best results come where several subcommittees are formed, each composed of one member of the regular committee and one or two men outside of the committee—as one subcommittee for lectures and talks and clubs, another for boys' work, another for extension features, and so on. For special courses or schools, as day work, automobile school, boys' summer school, a special advisory committee of three or five supplementing the regular committee is necessary.

One important duty will be to carefully determine upon and cooperate with the finance committee in providing an annual budget for the educational department, ranging from twenty to forty per cent or more of the total annual expenses of the Association, depending upon local conditions. See chapter on Administration.

EXPENSE OF EDUCATIONAL SUPERVISION

IN YOUNG MEN'S CHRISTIAN ASSOCIATIONS, INCLUDING HEADS OF DEPARTMENTS



COOPERATIVE APPRENTICE SCHOOL—SOUTH BEND, IND.

STENOGRAPHY—RAILROAD ASSOCIATION, PHILADELPHIA, PA.

SALESMANSHIP—CLEVELAND, O.

d. Sessions

In giving successful service, regular meetings of the committee will be found essential. In the busy seasons, as September and October, January, March and April, these meetings are often held weekly and sometimes daily, at the call of the chairman.

At least four joint meetings of the committee, leaders, club officers and teachers should be held during the year, as in September, December, March and June. Such sessions mean much for the unity, harmony and success of the work. They are usually held at the Association building, from 5 or 6 p.m. to 7 or 8 p.m., including lunch or supper. The September meeting should be held just before the opening of the class work to emphasize all that pertains to efficiency and harmonized effort during the season. The December meeting, held just before the opening of the winter term, will discuss the successes and failures, points of strength and weakness of the fall's work, and make suggestions and modifications for improvement during the winter term. Similarly the March meeting will serve for the interests of the winter and spring terms, while the June meeting will review the entire season's work, make suggestions, and determine many things for the plans of the succeeding year—which clubs, lectures and talks to emphasize, which subjects in class work to retain and which ones to drop, what new ones possibly to add, which teachers to be re-engaged, any modifications of tuition fees, policies or methods. This is the most important meeting of the year. Its decisions are to be made public as soon as feasible, or at the closing exercises if such are held, and thus the advertising for the coming year begins at the time when it does the greatest service, helping to link the plans of the young men from one year's work to another and giving advice when such is most appreciated.

e. Institutes and conventions

One or more of the committee with the educational secretary should plan to attend the annual state or International conferences or conventions, or one of the summer schools. Each Association is urged to hold a local annual institute at some convenient time, as in April, May or early September, at which an afternoon or evening at least may be given in counsel with the board, officers, committee force, and specially selected business men of public influence concerning the interests of Association educational work. The importance, needs, growth, results and methods of successful conduct of such work are brought to the earnest attention of those present, desires are created and plans for better and larger work made, all of which will be found of great value in aiding local Associations to strengthen and extend their work. One or more leaders from other cities, from the State or the International Committee, with lantern sessions showing the work in operation, often give added interest and increase the results. What has been said of the local educational committee may also be said with even more far-reaching results concerning the state educational committee.

f. Advisory committee

With the growth and variety in the development of Association educational work, there is large and increasing use of advisory committees. These committees, made up of from two to five or more men, are selected with special reference to their fitness for successful service in connection with the promotion of special large features, as an automobile school. Such committees, through their chairmen, are related directly to the educational committee of the Association. Their special work is to counsel in the leadership, administration and financing of the special course or school to which they are related.

Such advisory committees are often secured for special sections of the educational department, as the polytechnic section, the law section, the boys' work section, or the extension section.

An Association may thus have several advisory committees in its educational department, each and all of whom are vitally related to the general educational committee.

g. Student councils

Some Associations make successful use of an organization or club of mature-minded, earnest students who possess a spirit of service. These men are used in numerous voluntary efforts in the organization of clubs, the promotion of classes, talks and other features in the building and out of it, and at all times stand ready to help promote the interests of the work without expense to the Association as far as their service is concerned.

3. Educational Secretary

a. Importance

The proper organizing, wise promoting, and social engineering of adapted educational enterprises by the Young Men's Christian Association calls for and is developing a new educational vocation separate and far different from that of teaching—that of the educational secretaryship. A few Association leaders recognize that inexperienced supervision is often worse than no supervision at all, and in many cases means the speedy death of educational efforts thus treated.

While the educational committee is responsible for the encouragement and promotion of the various educational features in local work, in a number of places an educational secretary is employed for the purpose of encouraging and developing the Association's all-round educational work. This man acts as an executive officer of the department

and works in harmony with the committee and the general secretary, as does the physical director in the physical department.

b. Qualifications as a man

The personal qualities for a successful educational secretary as found in the men now accomplishing best results are as follows:

(1) As to his character, he must be—(a) a Christian man in the truest and broadest sense; (b) of strong personality, a clean man, upright in life, correct in speech; (c) sympathetic and truly friendly—a lover of men; (d) a man having strong faith in God, reasonable confidence in self, faith in men, and a love for his work; (e) pleasing in address, avoiding extremes in dress and manners; (f) clean-cut, tactful, forceful, able to adapt himself, and filled with the Association spirit.

(2) As to his ability, he must—(a) have the tact of the lawyer, the enthusiasm of the student, and the devotion of a lover of men; (b) be a leader thoroughly in earnest and businesslike, as people look to him for leadership; (c) be original and inventive but with conservatively sensible ideas; (d) be able to put plans into operation; (e) be able to set other people at work and keep them harmoniously at it; (f) have personal magnetism to attract and hold men, enthusiasm to keep all interested, and business habits such as will insure good management.

(3) As to his knowledge, he must—(a) know men and boys as well as things and methods; (b) know the needs, conditions and tendencies of his field as they concern men and boys educationally; (c) have a college education or its equivalent; (d) have such a training, in education, business and executive work as will fit him to make good. "Let this mind be in you which was also in Christ Jesus," covers the whole requirement.

ASSOCIATIONS WITH ONE OR MORE EDUCATIONAL SECRETARIES

BASED ON OFFICIAL RECOGNITION OF THE ASSOCIATION OF EDUCATIONAL SECRETARIES

c. Concerning his duties

(1) As a discoverer of needs and of men to meet them. The nature, variety and growth of the work places ever increasing responsibilities upon the educational secretary. (a) He will be early on the ground, studying the conditions and the work done, discovering the educational facilities needed, making the acquaintance of Association leaders, committeemen and others. (b) He will plan and cooperate with the committee in making an investigation and continued study of the field, in order to discover opportunities, to intelligently look for the best leaders and teachers for the various clubs, lectures, talks and class work. (c) He will bear in mind that students need to be directed in groups, but must be dealt with individually.

(2) As an organizer and leader. With the cooperation of the committee and as their agent, he must see that—(a) all the plans are made, (b) the teachers and leaders secured, (c) advertising begun and followed up, (d) and the various activities started and conducted. The opening of the season's active work in the various features about October 1, is a fair indication of the effectiveness of the preparation done, when the educational secretary has been

on the field during the summer, and will put to test his executive ability and the calibre of the educational committee. For the successful operation of the work he must be to all the various features what a successful manager is to his business.

(3) In general. In all this work he will—(a) be careful not to practically displace the general secretary or the educational committee; (b) come to know his field better than any other man; (c) discover and develop leaders and teachers and coach a working force; (d) carry on systematic and continuous advertising and publicity; (e) keep his ideals high, and cultivate spiritual vision; (f) be a member of the general secretary's cabinet; (g) an educational counselor; (h) also an inspiring force making for intelligent living.

(4) Efficiency. He will aim to—(a) bring the entire work of the whole department to the highest standard of efficiency, so that each club, class or lecture may become a source of increased helpfulness to young men; (b) unify the department by making each feature contribute to the best interests of the whole, so that the practical talks will dovetail into the work of the clubs and classes, and *vice versa;* (c) make the department harmonious with and strengthening to the work of the social, the physical and the religious work departments.

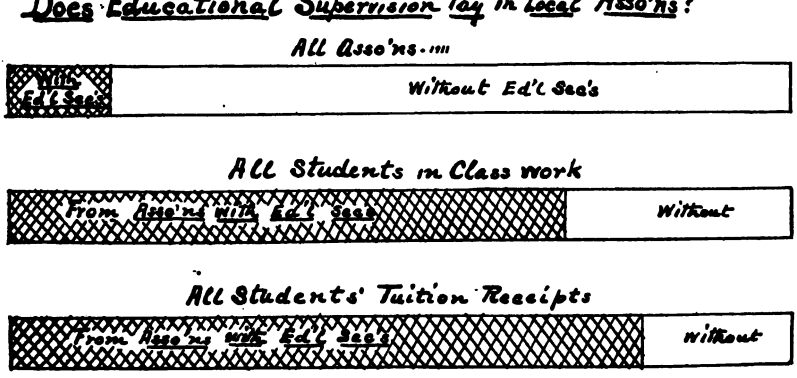
d. Concerning his relationships

As a salaried officer of the Association he will—(a) be amenable to his committee and to the board of directors; (b) consult and cooperate heartily with the general secretary of the Association on all matters of importance; (c) continually seek to enlist the efforts and cooperate with the work of the educational committee; (d) strive with the other employees for the up-building of the Association as a whole; (e) be a co-laborer with the heads of other departments; (f) be a tactful administrator in his relations

with teachers, leaders and other servers in the department; (g) be a respected citizen in the community; and (h) be friendly, interested and cooperative with other Associations.

e. Value of good supervision

In 1893 one Association employed an educational secretary for part time. Now (1912) each of 74 Associations employs the full time of from one to ten men for such service, including the deans or heads of various sections of the local educational departments. Experience shows that in proportion as this peculiar kind of local leadership can be found, trained and employed for a series of years, the results in more efficient men, more business, and commercial and industrial efficiency will be seen. At least 140 other Associations are now able and should have such men as educational secretaries. Of all the educational work reported today, two-thirds of it is done in the 74 Associations with local educational secretaries; while the balance is spread over the remaining 800 Associations. The employment of a thoroughly qualified man at a good salary is amply justified by the beneficial results.



f. The title of educational secretary

For the best interests of the Association educational work as a whole, the following definition of a person who may be properly called an educational secretary was unanimously adopted by the Association of Educational Secretaries at their annual meeting in 1911:

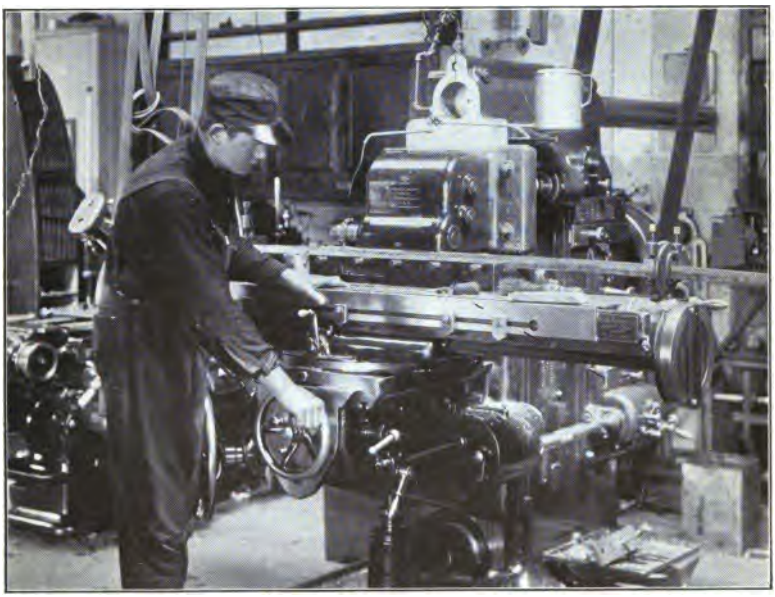
"In order to strengthen the work we believe the following mimimum qualifications concerning the man, and the conditions concerning the local Association, are necessary for the proper use of the title Educational Secretary:

"(1) As to the man. He should have—(a) at least an academic training—a college education if possible; (b) at least two years' successful experience in teaching and handling boys and men or its equivalent; (c) an organizing and executive ability equivalent to that required of the principal of the high school in the community where he is employed; (d) attend a summer school or other form of professional training at least each alternate year; (e) be a salaried officer of the Association giving his entire time to promoting its educational work; (f) place emphasis upon all opportunities for developing Christian character among men and boys.

"(2) As to the Association. It should have—(a) one general educational committee with such subcommittees and advisory committees as may be necessary; (b) seek to discover and support all possible educational privileges for both men and boys outside the building as well as in it, both day and night; (c) pay a salary for its educational secretary commensurate with the qualifications required—we believe the minimum for the full time of such a trained man should not be less than $1,200; (d) encourage and cooperate in all policies to meet discovered needs; and (e) place emphasis on the continuous service of a growing, efficient man as educational secretary." (See appendix.)

BOOKKEEPING—HOUSTON, TEX.

EMPLOYED BOYS' SCHOOL—CHARLOTTE, N. C.



HALF TIME COOPERATIVE APPRENTICE WORK—SEATTLE, WASH.

g. State educational secretary

In the interests of its general promotion and extension in seven-eighths of the Associations without any special local supervision, there is seen the great desirability and often necessity for a state educational secretary. In a few states, one of the state secretaries gives a portion of his time to such work, or other men are secured for a few days or weeks to aid the state in its promotion. One state employs an experienced man to give his entire time to such service.

h. The title of secretary rather than director

In a movement of such size, complexity, and of unlimited extension as the Young Men's Christian Association, it is quite essential that appropriate terminology be used. Prominent business men long in the highest counsels of the movement, leading Association officers, and the great majority of educational secretaries advise the change from the word director to the title of secretary for the following reasons:

(1) In the Association movement the term director has been used from the beginning to designate, and hence more properly belongs to, the volunteer and unsalaried service of the 20,000 Christian business men—the laity of the Church—now forming the boards of directors and committees of management of the various Associations. For the employed and salaried officers of the Association to assume the same title is both discourteous and confusing.

(2) The term director is similarly used in the vast majority of other organizations, business enterprises, corporations, banks, manufacturing companies and the like, to designate the unsalaried and volunteer forces standing between the public and the business they represent, for the best good of both. In only a relatively small number of organizations is the director a salaried man, the employed

officers being either secretaries, managers or superintendents and their assistants.

(3) The great majority of the Association employed officers at present are rightly called secretaries as, general, membership, social work, assistant, religious work, boys', state, railroad, county, army and navy, industrial, student, colored, international, foreign, etc.

(4) The highest precedent in America affords an example of sufficient prestige for us to follow even if Association experience were lacking. In the president's cabinet of the United States government at Washington we do not find the director of war, director of agriculture, director of the treasury, or director of state. All of these highest salaried men of the cabinet are secretaries. In view of these and other similar reasons the Educational Secretaries' Association in June, 1911, unanimously voted to use the title of secretary instead of director.

4. Necessity for Training

a. Importance

Association educational work is a growing movement. To be of service in it men must grow and this requires continual study, reading, thinking and first-hand knowledge of all kinds of educational activities among boys and men.

Ex-President Eliot of Harvard said, "The destiny of the nation in any direction, as educational, engineering, social, vocational or religious, is in the hands of the professionally trained man." W. T. Harris, former United States Commissioner of Education, after sixty years of educational experience, said, "The average teacher stops growing in two or three years after he has attained a fair degree of success, while the professionally trained person is more likely to continue growing through his life career."

Above all things Association service demands men of increased executive ability, of a high type of leadership, and

especially of a broader and more efficient training. If our educational work is to keep pace with the other movements of the times and to continue to meet the needs of men and boys for character building we must do these three things:

(1) Largely increase our standards of admission to the employed force.

(2) Develop and train only those carefully selected men who possess the peculiar qualities needed for successful service in this work.

(3) Help each man thus selected to grow year by year.

Association educational work has developed to such an extent and involves so large a variety of effort that its successful leadership demands qualities and training such as are needed for the conduct of large educational enterprises.

b. Training schools

The established training schools of the Young Men's Christian Association at Springfield, Mass., and Chicago, Ill., afford splendid opportunities, through their regular courses of study, to give many young men appropriate training for general Association work. Other things being equal the educational secretary with such a general training for Association work will be of greater service than otherwise. Foundation training in general principles, policies and the history of Association work coupled with a thorough training in Bible study, Church history and the like makes the best foundation on which to build special training for a secretary in any department of the work.

With the further growth of the movement, which is expected, some special courses for the more definite training of educational secretaries may be added to the privileges of these training schools.

c. Summer institutes

To help meet some of the above needs among these men, and to enable those who attend to grow in vision, inspira-

tion and efficiency, the summer institutes have been conducted for educational secretaries for four years at Lake Geneva, Wis., and for six years at Silver Bay, N. Y. Similar training will soon be provided in two or three additional centers. Carefully arranged two-year and three-year courses are given under the leadership of experienced Association officers. General secretaries, educational secretaries, and educational authorities outside the Association give instruction, conduct conferences, give addresses and in these and other ways afford stimulation, inspiration and really effective help which cannot be gained as well in any other way. (See appendix.)

d. Reading courses

To supplement the work of the summer institutes and stimulate the men to mental growth, help them to keep up with the times, and thus develop efficiency, reading courses are required of all educational secretaries in connection with and in addition to the summer institute work. A written examination on each book thus read is required as a part of the course.

The following are the books the systematic reading of which is thus required during the year preceding the institutes of 1912:

First year

1. Educational Reformers, Quick.
2. The Efficient Life, Gulick.
3. Vocational Training, Snedden.
4. Practical Idealism, Hyde.
5. Challenge of the City, Strong.

Second year

1. History of Education, Davidson.
2. Youth, Stanley Hall.
3. Vocational Guidance, Bloomfield.
4. Changing Conceptions of Education, Cubberly.
5. Christianizing the Social Order, Rauschenbusch.

Third year

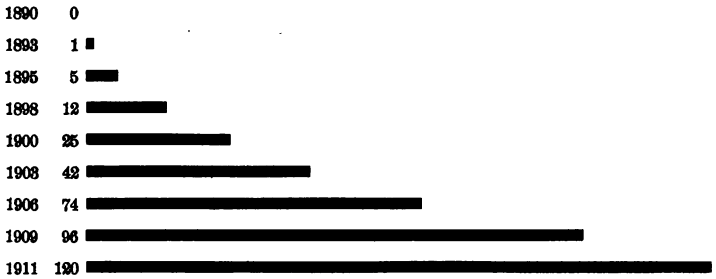
1. Psychological Principles of Education, Horne.
2. Education of the Will, Payot.
3. Genesis of the Social Conscience, Nash.
4. Psychology of Religious Experience, Warner.
5. The Worker and the State, Dean.

e. Training centers

Most helpful service is being given in a number of the larger Associations, called training centers, in which definite courses of reading, study, conference and discussion are conducted during the fall and winter session. These courses are attended by local employed officers and others looking toward increased efficiency in service. Such courses include Bible study, Association history, principles and organization, Association methods and the like. These training centers for Association men compare favorably with the apprentice or continuation schools in business and manufacturing lines.

NUMBER OF MEN EMPLOYED AS EDUCATIONAL SECRETARIES AND ASSISTANTS

INCLUDING 35 MEN EMPLOYED FULL TIME AS HEADS OF DEPARTMENTS AND TEACHERS



5. STUDY OF THE FIELD

It is impossible to speak too strongly on the importance of an intelligent, adequate and more or less continuous investigation of men and boys—their conditions, needs,

desires and training; of the tendencies of the times, and of the various facilities and movements at work educationally, in order that intelligent service may be rendered. Without such careful study of the local field efforts are likely to be confused and inefficient. Investigations and surveys of all kinds are the increasing order of the day, and when wisely made help Association officers to know their community and its needs and thus make more effective plans.

In addition to conferences with employers, foremen and other leaders in commerce, industry and business, the educational committee and secretary will make a careful study of the principal occupations and vocations of the community—whether rural, city, railroad, or industrial—to discover peculiar present-day needs of males between 14 and 40 years of age. In addition this committee must as faithfully study the young men themselves, at their homes, in groups, where they are employed, or at receptions in order to discover their habits and temptations, their training and desires, their weakness and strength, to the end that appropriate means may be taken to meet such needs.

While much of this study may be continuous throughout the year yet perhaps the best studies have been made between January and June. Personal interviews with foremen in different machine shops, for instance, is followed by a group conference of these foremen at a club or at the Association, at which the educational committee and secretary crystallize the discovered needs among the men thus interviewed or the bodies of men with whom they are most closely related. Peculiar needs of these men are described, steps taken to meet such needs, teachers are secured, advertising begun and classes opened as the result. Similarly a conference with foremen in other lines of allied industries which have differing but equally urgent needs. This practice has resulted in solving the local question as to what the Association best could do educationally. The results more than

warrant expenditure of effort and are found to be among the best and most necessary investments made by such Associations.

a. Needs of men and boys

The following outline has been used in a number of places: From the census and other similar reports may be found—the number of males of various ages, the number of employed boys in various industries, the number of those who cannot speak English, the different pursuits of men according to government classification. From visits and interviews, the attainments, home life, factory conditions, the hours of labor, time of work, efforts of employers, welfare service, and other conditions and efforts to meet the situation, are discovered.

b. Existing educational facilities

From public reports, school records, interviews with local educational leaders and others, information may be gained concerning:

(1) Public day schools. As to the number and kinds of boys in each grade, through the four years of primary, four years of grammar, and four years of high school; the number graduating; the total number in reach who are of school age; the subjects taught in the high school; the measure of attention given to vocational training either commercial or industrial.

(2) Public night schools. As to the subjects taught, number of students with their ages and attendance, the efficiency of instruction, attractiveness of the subjects to boys and men, the extent to which students continue in attendance.

(3) Public vacation schools.

(4) Commercial schools and business colleges. The

nature of their work, as day or night, tuition fees, number of students with their ages, their elements of strength or weakness in meeting present-day needs.

(5) Private and parochial schools. Number of students and kind of work done.

(6) Industrial or technical institutes and schools. Kind of work done, students, tuition fees and so on.

(7) Apprentice, continuation, or other forms of part-time schools for employed boys. The nature and extent of the work done, number of students, expense and other similar items.

(8) Private tutors. Their aim, nature and extent of work, fees, and results.

(9) Libraries. Number and kinds of books, their usefulness as a working or reference library, by what kinds of males they are used and how extensively, methods of arousing interest.

(10) Lecture courses and university or high school extension work, or the equivalent.

(11) Clubs open to young men—literary, vocational. Unions conducting study or reading courses.

c. Attitude

Attitude towards Association educational work, learned by interviews and conferences with educators, employers, laborers and other leaders of public opinion, and from young men themselves.

d. Conserving results

(1) Appropriate card or filing systems are increasingly used.

(2) The making of research or location maps for the community, leading factories, districts where available men and boys live, the schools of various kinds, churches, social settlements, and good clubs; together with the agencies that

COURSE IN PIANO DESIGN—UNION BRANCH, NEW YORK

CIVICS AND CITY WELFARE—PORTLAND, ORE.

GLEE CLUB AND MUSIC CLASS—YORK, PA.

tend to drag men down, as the saloon, evil resorts and other demoralizing influences.

(3) Carefully tabulate the facts and make honest deductions. Herein is shown the ability, the Christian good sense and leadership of the most experienced Association officers. The conclusions, both written and graphic, must be of such a nature that any citizen can quickly see the existing needs of his own community more clearly than ever before and be led to take active steps to improve conditions.

e. The value of such a study

(1) Such investigation reveals the kind of instruction needed by boys and men, or by commercial, industrial or manufacturing interests; it shows the subjects most likely to be in demand and the time when instruction can best be given to different bodies of males, as day, evening, summer or winter. It reveals the elements of strength and weakness in other educational agencies; it shows what periodicals may be added to the reading room and how to get them read; what books to add to the Association library; what talks and lectures, clubs, classes and other similar work may be organized.

(2) Such a study reveals the equally important service of discovering men who can be used in meeting educational needs. This will include committeemen—progressive, alert, business and professional men; teachers—adaptable, sympathetic, enthusiastic, technically trained, if possible; men to give practical talks; club leaders; men or families to support or endow educational features.

Among the most successful educational and social community leaders, the slogan, "Know your own community," is increasingly popular and effective. To this end no Association officer should fail to read, "The Inter-Relation of Social Movements," by M. Richmond, 5 cents; and "What Social Workers Should Know about their own Commu-

nities," by M. F. Byington, 10 cents; both pamphlets secured of the Russell Sage Foundation, 105 East 22d Street, New York.

6. Cultivating Interest

a. Importance

Some desire, more or less strong, should exist or be awakened for the operation of educational clubs, practical talks, lectures, class instruction in one or more subjects, or other forms of educational endeavor. Such interest is more apt to be found in places with good schools, public or private, day or evening, where educational facilities are respected and appreciated. In such cities it is comparatively easy to organize and operate educational features of various kinds in the Association. In cities where education is not appreciated, where schools are few and poor, it will be harder to organize this work though it be far more needed. In these places interest must be created and developed. This work is a privilege and a pioneer service to young men and to the city which may require constant, patient and vigorous effort for years, but which is amply repaid by the permanent character of results.

Desired interest is created through the various ways of presenting the general needs of education, showing the opportunity and rewards of increased ability, training and skill among young men as a whole; and especially giving definite cases of men who have secured positions, promotions and increased salaries as a result of their taking advantage of the educational features. See pages 7-19.

b. Methods

The chief means of awakening interest are:

(1) The public press in its items of news, weekly or daily, calling attention to the various features, the successful results and interesting events.

(2) The frequent encouraging mention of the work by the clergy, teachers and other public and professional leaders. To this end all such persons should be made continually acquainted with the work.

(3) The use of exhibits, stereopticon, motion pictures and other visualized instruction both in and out of the building, and in places where large numbers of men are gathered or employed.

(4) The invitation of non-members to opening services or to a few particularly attractive and valuable lectures or other exercises.

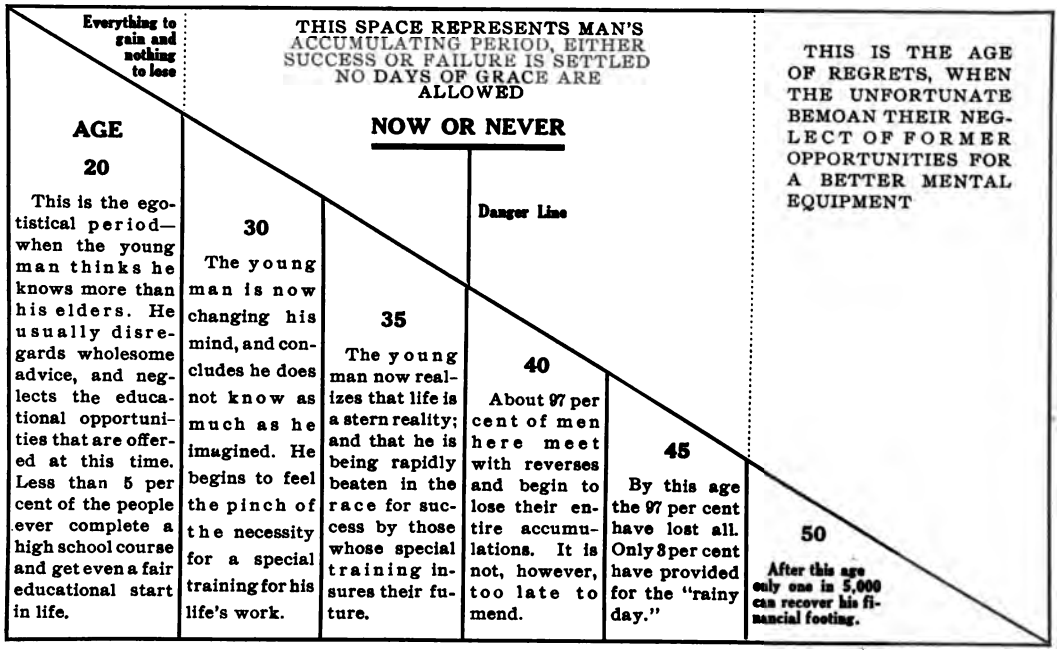
(5) Personal solicitation. More than ever it is necessary to go to the young men rather than expect them to come to us. What would become of insurance or investment companies if they did no more than circulate the printed notices of their work? The success of the large enrolments in many kinds of schools today is in proportion to the aggressive personal seeking and securing of students by agents and solicitors.

(6) The best means for permanently reaching and helpfully influencing the hearts and lives of young men is by quality and quantity of the work done and the good results produced. No amount of good advertising and other similar means of attracting men can equal that of the interested member who has had more of value received than he expended. Neither can any amount of temporary interest overcome the evil effects of poor work done.

7. Advertising

a. Importance

That it pays to advertise is not questioned today, but what kind of advertising pays best and how much should be spent thereon is another matter. Poor advertising pays poorly, if at all: good advertising brings large returns. Association experience proves that, like any business enter-



From printed matter of the International Correspondence Schools

prise, it must advertise or talk about the things it has to "sell," and good "talk" or good advertising invariably produces results.

b. Cost of advertising

Association experience proves that it is wise to provide each year a definite educational advertising appropriation which, according to local conditions, may vary from five to fifteen per cent of the local educational budget. For the promotion of special features or courses, large advertising expenses are often justified. It is always vital to decide upon the items to be advertised, how the campaign should be conducted, about how much is to be spent, and then make every cent pay. Well-conducted Associations lay out advertising campaigns in advance, make budget appropriations, largely upon experience of the preceding year, and keep careful record of money spent, advertising medium used and results.

c. Advertising principles

A few general advertising principles have practically become maxims among up to date Associations.

(1) Spasmodic advertising never pays. Only consistent, persistent effort wins attention.

(2) An advertising campaign must begin in plenty of time. You can't hurry advertising because you can't hurry people.

(3) Don't expect big immediate returns.

(4) Don't always expect direct returns. The indirect results almost always exceed the direct.

(5) Advertising must be particularly adapted to those whom it especially aims to reach.

(6) Advertising, to reach people, must contain a human element or a personal appeal. Advertising is only written "talk."

(7) Cheap advertising never pays. It cheapens the advertiser.

(8) Good advertising should be backed up with a good "follow-up" system.

(9) Each advertisement strengthens or weakens every other one. See that each one has the "strengthening" element.

(10) Cumulative returns are the best measures of advertising values.

(11) Personal, hand-to-hand advertising, in itself and alone, pays best.

(12) Advertising matter handled in the shape of news brings good returns.

d. Methods

Some of the best advertising methods followed by Associations are suggested by an experienced educational secretary, as follows:

(1) General booklet showing all educational features—(a) Good printing in one or two colors with snappy illustrations. (b) Mention all principal features, as gymnasium, boys' work, religious, social, employment, dormitories, swimming pool. (c) Schedule the days, hours, places, terms of all educational features. (d) With or without business advertisements. (e) Send to entire membership, all inquirers, any others interested, other Associations, libraries, persons in prominent positions who ought to know of the work.

(2) Leaflets or circulars of special features or separate subjects, as the automobile school, the commercial subjects, the courses in drawing, and so on, are used with much profit. It is desirable to show pictures of class and of instructor; to use good printing in one or two colors; to use size convenient for pocket; to distribute in the Association building and arrange them in a special case in business offices, factories and places where men are employed, and at special

meetings, also send to homes. It is also desirable to send same with a letter under two-cent stamp to all inquirers, to lists classified from the directory, from the telephone book, from employees of companies, all the committee forces of the Association, newspapers, schools, commercial, industrial, trade and other leaders of all kinds who should know about the important growing work.

Special circulars and follow-up letters made on multigraph, mimeograph or writerpress, with name of party filled in or omitted, and sent under two-cent stamp.

(3) Blotters, calendars and other service advertisements, announcing special features, or all privileges, distributed as above, also to offices, homes and all places where men and boys may be found and interested.

(4) Cultivate magazines, tracts and newspapers; advise paid advertisement in classified space with "key" for checking; also write-up of special classes or features with live illustrations for special, educational or occasional Sunday editions.

(5) Bulletin and bill boards. Bulletin boards four feet by six feet outside, near the entrance to building, also smaller boards two feet by three feet in the building near elevator or entrance or in prominent places on main floor, are very desirable. Large bill boards may be rented from advertising companies. Small bill boards, two feet by three feet, owned by the Association, may be portable and moved about in any part of the city on proper permission.

(6) Window cards in factories near time clock, business houses, hotels, barber shops, on church bulletin boards, in street cars, and every other place frequented by the public are very helpful. These may be secured of the Association Press for $5 to $7 per 100 cards.

(7) Miscellaneous methods include a banner across the street stating the facts and dates; a large sign on side of building when properly exposed; stereopticon views of

classes and other features shown at receptions, entertainments, factory talks, church and young people's society sessions, clubs and so on; slides of announcements in moving picture shows; shop talks; announcements at Sunday meetings; souvenir post cards of specially attractive features or events; a paid solicitor to follow up inquiries; exhibition of work and pictures at auto, aëronautic, business and other public exhibits, New Year's receptions, etc.

(8) Photographs of classes, banquets and so on, properly used, always prove to be the best kind of advertising matter. Educational banquets in themselves are good advertising schemes, particularly if good speakers are present and the newspapers give reports of the proceedings. One Association advertised the work of its window trimming class by trimming show windows for different merchants. This attracted a great deal of attention in the city. The advertising class in another Association aroused considerable interest in the community by helping certain merchants in their advertising. One merchant reported a gain of 30 per cent in his business in a few weeks. This was first-class advertising.

(9) The monthly or weekly bulletin of the Association, often edited by the educational secretary, should contain well-written notices, have special educational numbers, etc. Notices for announcement may very often be inserted in the weekly church calendar, the Sunday school paper, the church bulletin board, and publicly announced by the pastor or superintendent.

(10) The very best kind of advertising, however, is "goods" actually delivered by the educational or any other department. The students themselves are the best advertisements and advertisers. "Talk" from them goes a long way. Association advertising that cannot be backed up with intrinsic value is worse than nothing. One of the worst criticisms that can be made of any Association is that it does

EDUCATIONAL INSTITUTE—LAKE GENEVA, WIS., 1910

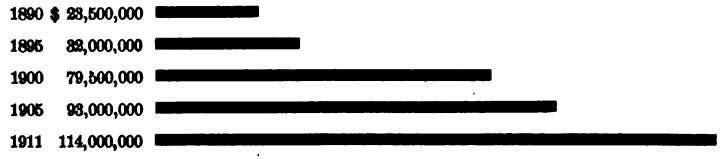
EDUCATIONAL INSTITUTE—SILVER BAY, N. Y., 1910

COURSE IN POULTRY RAISING—HARTFORD, CONN.

not represent facts. Exaggerated, doubtful or untruthful statements or representations of any character are misleading and damaging. The Association must always be able to "make good." Contented customers are the best advertisers.

LARGE GIFTS FOR EDUCATION

(Outside of Public Schools)



e. Preparation of advertising matter

"Ad-writing" is a business and an art in itself. A knowledge of some of the principles would be useful in Association educational advertising and it ought logically to set the pace for the rest of the Association publicity, particularly in those Associations conducting advertising classes.

Given: The feature to be advertised. (Lectures, practical talks, class work, general privileges, etc.)

(1) Analyze it. Pick out the important thing. Find the right words to express the idea. Use short, simple, well-known words or brief, pithy, sharp or pointy sentences.

(2) Analyze carefully the interests of those whom you want to reach. Determine what your probable "customer" could or would see in that which you have to advertise.

(3) Bring these two sets of ideas together. Combine and cut and boil down carefully, being sure not to sacrifice distinctness, positiveness or pleasant impressions.

(4) Use pointed leaders, strong arguments, clear details. Use natural, not stilted language. Avoid frills. Be specific. Be original without being freakish. The "ad" must take the place of the spoken word. Be dignified.

(5) Put the primary thought forward first or at least so

that it attracts attention first. Let it dominate though not exclude other things. The value of an advertisement is measured by the success with which it attracts involuntary attention. For this reason do not use unfamiliar words or vague phrases.

(6) If a cut is used it should contribute something. It stands for a certain amount of reading matter.

(7) Do not present all your arguments at once. It is better to force them home one at a time even though it may be more expensive.

(8) The "direct command" has a strong element of value, begetting immediate action.

(9) Preserve a continuity of thought through the whole advertisement and conclude sharply and concisely. Don't let it straggle or "peter" out.

(10) Do not attempt to crowd too much into any advertisement. Too much is as bad as none oftentimes.

f. Advertising "Make-up"

Advertising doesn't stop with the mere writing, however. What is technically known as "make-up" is just as important. There are rules and principles for this, too, as well as for "ad-writing." Here are a few of them:

(1) Use plain types—old Roman, for instance. Avoid unusual styles. Use right proportioned fonts or sizes—not too large nor too small. Avoid mixtures of different styles.

(2) Arrange matter in "spots," that is, bunch ideas and words and phrases and leave plenty of blank space. The latter is almost as valuable as the filled space. Leave good margins.

(3) Use "rules" as little as possible.

(4) Avoid irrelevant designs and printers' decorations.

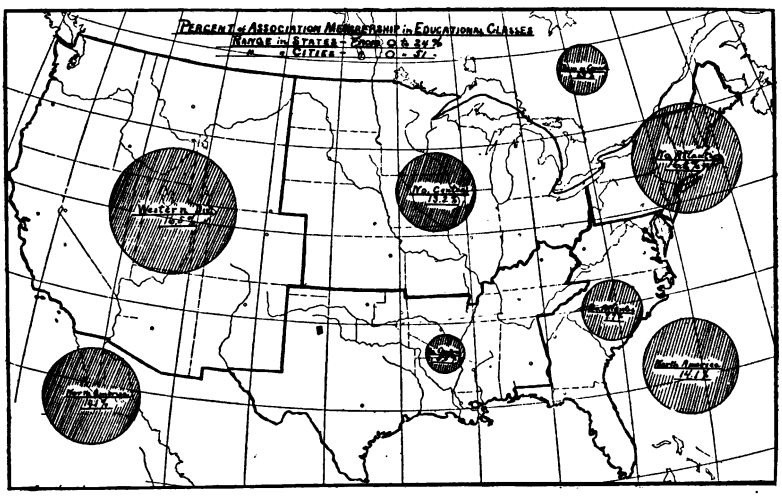
(5) Use white paper or light tints and use inks which will blend nicely—as, for instance, a light green paper and a dark green ink.

(6) For striking advertising observe the principles of color. There are certain combinations which are both effective and pleasing to the eye, but there are others always to be avoided. Do not offend good taste in color arrangements.

(7) Avoid awkward shapes and sizes in folders, handbooks, circulars and printed matter of all kinds.

(8) Seek simplicity.

By observing the business, artistic, psychological and human elements and principles entering into modern advertising, to which partial reference is made herewith, Associations should be able, largely, to increase even more the effectiveness of money, time and effort spent in enlisting the active interest of men and boys that the Association tries to help.



About 14 per cent of the Association membership is found in Association educational classes, pursuing definite courses of study. In the South Central States this proportion is less than 6 per cent; in the Dominion of Canada it is nearly 7 per cent; in the South Atlantic States it is nearly 8 per cent; in the North Central States it is over 13 per cent; in the North Atlantic States about 16 per cent and in the Western and Pacific Coast States it is nearly 17 per cent.

8. Equipment

In addition to successful qualities of leadership, efficient administration will need appropriate provision made for the work in equipment, including the number, arrangement and furnishing of proper rooms. With the number of large Association buildings provided during the past decade (1902-1912, an increase in property from about $30,000,000 to over $80,0000,000) the equipment for educational features has quadrupled and is still increasing. Experience shows that the approach to the educational department for all men should be through the front entrance of the building and the lobby, past the general counter and check room, near the lunch room and other main privileges.

a. Boys' rooms

The boys should have a separate entrance and usually separate class and club rooms. If boys and men use the same rooms they should have different hours. The educational secretary of the Association, through appropriate cooperation with the boys' work secretary, and possibly through a trained assistant, promotes the educational work among boys. The arrangement of rooms and equipment should be planned even more carefully for the boys than for the men. Depending upon the activity, the size of the department and other similar conditions, the boys will need from five to fifteen rooms for class work in a large city Association boys' department, besides one or two club rooms and another room for practical talks, with furnishings corresponding to those of the men. See chapter VII. Among Boys.

b. Outside the building

In planning for work outside the building, common sense and good judgment will indicate the use of such rooms and

equipment as are available, emphasis being placed on securing as far as possible such conveniences as will contribute most largely to successful effort. See page 172.

c. Location and rooms, in Association building

In new building plans, the educational department, where feasible, should be located on one or more floors, as the second and the third in the same building or on corresponding and communicating floors of attached buildings, where parts of the two are devoted to boys' work. The rooms should be equally available for night and for day work. Many may be used alternately by different educational or Bible classes, conferences, groups or committees. In small Associations, with practically only two rooms available for class work, suggestions are made on page 75. In the average-sized modern buildings where there are from 300 to 500 members, from five to fifteen rooms are desirable for the various educational features for men and boys. In larger Associations from eighteen to thirty-five rooms are desirable, as follows:

(1) The educational secretary's office should be centrally located and consist of two parts, both having outside windows. One part should be 15 x 20 feet or larger and used for clerical helpers or assistants, provision also being made for the sale of supplies. The private office should be at least 12 x 15 feet in size.

(2) The study room, working library and educational museum or exhibit rooms, situated near the office of the educational secretary, should be large enough for the use of at least forty men at once, each man having twenty-five square feet of floor space. Here are the reference or working library, the principal periodicals and magazines for students and also for general membership use, and the tables for study and research purposes. This room is becoming

an increasingly necessary part of the equipment, and students should have free access to it for work at any hour of the day or night. It is the intellectual work shop and the vital center of the educational department. In this or an adjoining room provision should be made for the growth of a small but necessary educational museum, including models, designs, and the various work of students, similar to that of the Pratt Institute in Brooklyn, or the Cooper Union in New York. Good work and designs of students should also find a place on the walls of other rooms and corridors of the buildings.

(3) A number of Associations find it very helpful to provide a faculty room adjoining the educational secretary's office which may also be used as a club room, but which is primarily the headquarters of all the teachers and leaders of educational features. Here the teachers should meet, as in Mechanics Institute, New York, for a few moments before the class work of the day or evening opens, where they may receive general instructions, secure their class record books and other materials. If a public reading room is desired it should be separate from the study room in the educational department and possibly located near the main entrance on the ground floor of the building.

(4) Two to four club rooms should be provided, each with from 400 to 1,000 square feet of floor space. A few clubs, such as the camera, air brake or chemical clubs, require special equipment for their regular work. All such equipment is the property of the Association, even though purchased and used by the club. These rooms may also be used for Bible study, club sessions, conferences or other meetings.

(5) Small lecture room. While some practical talks may be given in the lecture room and others in the club rooms, yet a room especially for this purpose is often desirable. It may well be located between the boys' and men's quarters

and used by both departments, and should easily accommodate 200 to 300.

(6) From two to ten or more class rooms for commercial and language work. These may be of different sizes, but none smaller than 400 square feet, and preferably adjoining each other. Some should be furnished with high school desks, one with office desks for bookkeeping, though this is not essential, and the other rooms with tablet chairs. Each should have a teacher's desk. The most modern business colleges, and the modern Association buildings with educational equipment—Bedford Branch, Brooklyn, Portland (Oregon), Los Angeles, Kansas City, Detroit, Philadelphia, Dayton—offer good illustrations of practical equipment for commercial subjects.

(7) From five to twelve or more rooms for industrial, science and laboratory work, including drawing, electricity, chemistry and shop work, may be equipped like those of the Pratt Institute, Brooklyn, or the Lewis Institute, Chicago, or Mechanics Institute, New York. It is essential that adequate ventilation be insured, and that speedy outlet be provided for all poisonous fumes and gases resulting from laboratory work. Hence these rooms should not be in the interior of the building, neither facing a court, but preferably at the very top, or at least facing the exterior of the building and connected with active, direct ventilation flues. Each desk or bench should have several individual drawers so that it can be used at different times by from two to four men. A drawing table with four drawers can be seen at the Pratt Institute, at the New York Mechanics' Institute, and in many modern Association buildings.

(8) The five or more rooms for wood and iron working, engineering, trade and shop practice and other forms of vocational training vary in different localities. In planning their arrangement and equipment, study of the plant of the Pratt Institute, a few modern Association buildings, or the

best manufacturing concerns is suggested, rather than an imitation of the plans and equipment for purely academic and theoretical work.

(9) Plumbing and pipe fitting require stout benches set against or built into the wall. For some kinds of pipe work a series of benches may be placed in line in the center of the room. They should be covered with sheet-iron, to be proof against hot solder. The piping for the plumbing, as well as for the other laboratory work, should be put in when the building is erected, thus saving expense. A storeroom is necessary for the safe keeping of tools and expensive supplies in these subjects; such materials offer great temptation to some men and boys.

(10) Steam engineering. There is increasing demand on the part of engineers, machine operatives, janitors in apartment houses and school buildings, and others, for a greater knowledge of engine practice in order that they may secure higher grade licenses. Some of this instruction may be given in an ordinary class room, but the work will be far more effective and appeal more to men if it is supplemented by practical work inside the building. Many large Association buildings have heating and power plants. At the expense of very little extra space—and to secure which special attention should be given to the architect—this plant may also be used for instruction purposes. To this end, there should be free space around the pumps, valves, hot water heaters and other parts of the plant. The boiler setting can be so placed that free access may be offered to all its parts. The electric lighting switchboard should also be arranged so that students can get practice in switchboard manipulation. This means that instead of building it into the wall it should be set three feet away from the wall. At small expense two or three kinds of injectors could be made a part of the equipment, in order to show their workings. The vacant space in the engine room may well be large

PRACTICAL CHEMISTRY—WILMINGTON, DEL.

SCHOOL IN POULTRY RAISING—HOUSTON, TEX.

EDUCATIONAL ADVERTISING IN STREET—BROCKTON, MASS.

enough for a class of twenty seated in tablet chairs, the instructor explaining from a blackboard.

(11) Other shop work. Some Associations are already conducting appropriate apprentice schools in machine, sheet metal, and other building trade lines, and this work will rapidly increase. Many leaders believe that the teaching of trades in general, either in day time or in the evening, or both, to employed boys as well as men, will soon be done extensively by the Association. If so space should be provided for it. A number of Associations already have separate buildings for technical, trade, apprentice and other shop or laboratory work. The arrangement for such work will depend upon local conditions.

d. Lighting and blackboards

The lighting of all these rooms is exceedingly important. Diffused lighting by means of electric arc lights—one light for every 200 square feet, and not less than two in each room—seems to be the best for drawing and ordinary evening school work. Such lights are usually placed near the ceiling, both walls and ceilings being white. The source of the light is concealed by an opaque eighteen-inch bowl-shaped reflector, lined with opal glass. The next best light for drawing is a thirty-two candle power drop light over each ten square feet of drawing table. One of the best systems of diffused lighting is found at the Pratt Institute, and also at the New York Mechanics' Institute.

From 10 to 20 running feet of blackboard 3.5 to 4 feet wide and 3 feet from the floor, should be built into the wall of each class room. In addition, one or more portable blackboards are necessary. Much of the furniture being portable, it can be adjusted or removed when the rooms are needed for other purposes. Doors from public corridors may well have a glass panel, thus admitting light into

the corridors and reducing the need for opening the doors. Adequate toilet facilities on each floor are essential.

9. Student's Equipment

a. Text books

Depending upon custom and local arrangements, each student will be expected to provide himself with material desirable for each class, educational club or society with which he becomes connected. The text books, paper and supplies of various kinds are usually found on sale in the building at about cost prices, including handling. The material for a course in bookkeeping, at from $2 to $4 per outfit, will usually be the most expensive for any commercial, language, or many of the science subjects pursued. In some of the industrial subjects, as drawing, in the laboratory work of chemistry and electricity, and in the shop work subjects in wood and metal, the expense for equipment will be greater.

b. Drawing paper

Good drawing paper is essential. Many kinds are on the market. For mechanical and architectural drawing, paper like "Whatmans," "peerless," "egg-shell," "German," and other brands that will take both pencil and ink is most desirable. In freehand drawing, a rougher grained paper for pencil and carbon use is desirable. The sizes of paper recommended are: For elementary, 11 x 15 or 15 x 22 inches; advanced 15 x 22 or 22 x 30 inches. All of these sizes are appropriate for practical purposes, and will trim and mount easily on the standard size cardboard for exhibits. Each plate or drawing, for purpose of binding if desired, should have a margin of one and one-half inches on the left side. For many reasons it is desirable to have the students make blue prints of much of their work, especially of the thesis drawings and exhibitable plates.

c. Drawing instruments

Each student should own his drawing board (24 x 30 inches in size) and instruments. These may be kept in the stationary drawing table made for the purpose, as in many Associations, or they may be locked with the boards and tools of all other students in a general locker or cabinet, as in a few places, or they may be cared for in other ways depending upon the local situation. It does not pay to buy a poor set of drawing instruments; to obtain good value, from $3.50 up should be invested. Sets catalogued at less than $6 or $7 should not be purchased. A liberal discount from catalogue prices can usually be secured.

10. Educational Budget

a. Importance

The annual educational budget of from twenty to forty per cent or more of the total annual current expenses of the local Association should be provided, being guaranteed or underwritten by the educational committee in connection with the finance committee of the Association, for the conduct of appropriate educational facilities. The exact amount will vary with the place, and will be in proportion to the recognized and appreciated field for such effort, and the degree of educational interest developed. Such educational budgets now range all the way from $100 in some of the very smallest Associations to over $70,000 in each of several of the larger ones. It is fully as important to make provision for such budget as it is to plan anything for the physical, the religious, or for the boys' work. It is equally important to anticipate the work of the year, to set a definite goal and plan for the conduct of such features as are needed, and establish a working basis with such accounts monthly, quarterly or annually, as is done in any well-organized business or other educational institution.

In some Associations the salary of the educational secretary, or the amount spent for such educational supervision, is not included in the educational budget, but is provided from one and the same budget as the salaries of the other paid employees. Where the expense for supervision is a part of the educational budget, then a part of the membership fees paid by students, at least fifty per cent should be credited to the educational department account the same as the tuition fees, special contributions and educational endowment. All material, such as desks, furnishings, and other items for permanent equipment, is to be provided for outside the regular yearly educational budget for running expenses.

b. The classified expenditures

While no exact division of the budget for the various privileges can be made, yet the experiences of the aggregate Associations during recent years show the following divisions for such expenditures, together with both the range of per cents, and the average per cent of the total educational budget which each such division sustained for 1911.

Items	Range	Average
Supervision	From 10 to 18%	15%
Educational advertising	From 5 to 18%	12%
Reading room and library	From 2 to 12%	5%
Lectures and talks	From 1 to 10%	3%
Educational clubs	From 1 to 1%	1%
Class instruction	From 20 to 50%	30%
Day work	From 6 to 25%	12%
Special schools, outside, summer, etc.	From 8 to 20%	12%
Miscellaneous	From 1 to 10%	5%
Repairs, maintenance	From 2 to 8%	5%
Total	From 56 to 172%	100%

Nearly a million dollars is being spent during the present season (1912) in these items. Experience in the majority

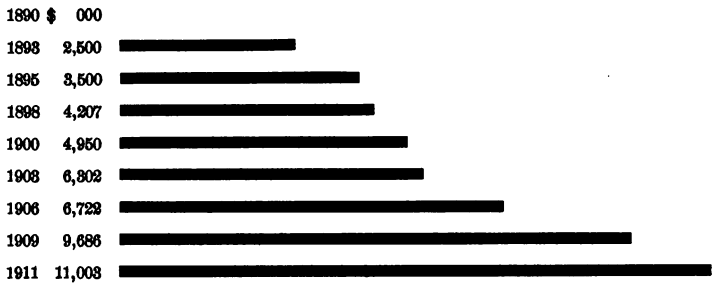
of Associations shows the wisdom and economy of having all financial receipts and expenditures pass through the general financial office of the Association rather than being obliged to open a second financial office in the educational department.

c. The sources of revenue

With the growth and variety of the work much more care is necessary to cultivate a corresponding increased source of revenue to match the ever increasing expenditures.

(1) If the expense for supervision is a part of the educational budget then the first source of revenue that may be credited to the educational budget is a portion—about 50 per cent—of the Association membership fees which are included in the money paid by students in addition to their tuition fees. The other 50 per cent of such membership fees should be credited to the general Association expense.

ANNUAL INCOME OF EDUCATIONAL ENDOWMENT FUNDS
YOUNG MEN'S CHRISTIAN ASSOCIATIONS



(2) Endowment. A few Associations have been provided with endowment funds by friends, in varying amounts from $500 to $50,000 each, from which the educational budget derives a small income—a total of $11,690 in 1911. Experience proves that an endowment bringing an income of from fifteen to twenty per cent of the total educational

budget is very necessary, to provide for good supervision, extend much work outside the building, and remove as much as possible the appearance of the commercial spirit. On the other hand, too large an endowment—one from which the annual income would be fifty per cent or more of the annual expense—would do more harm than to have no endowment. An Association leader can well encourage men and women to provide appropriate endowments. Families who have thus given feel that their investment is yielding double the returns in character and efficiency among the boys and men of the city than would have been the case if they had similarly endowed a college or university.

(3) Receipts from club fees, admissions to lectures and a few practical talks. The total of such receipts will be small. See page 144.

(4) Tuition fees from students in class work will form the largest single item of receipts. The best endowed educational institutions charge tuition fees, not so much because they are needed to cover expenses, but experience shows the results in discipline, training and appreciation to the students to be far better under such practice. The superintendent of public evening schools in an eastern city recently said, "One thing that handicaps us most is the fact that we cannot charge tuition fees to encourage independence of students and to weed out the idle, the curious, and the indifferent." In a number of the present evening technical high schools the charging of definite fees is beginning to be made because of its value in the appreciation of such work by the students. See pages 69-72.

(5) For the most helpful development of men, of the Association, and especially of the community, experience shows that it is very desirable that there be an annual cultivation of the community through the solicitation of sufficient voluntary contributions to provide the difference between the other receipts and the annual expenses. This supple-

mentary need in the educational department ranges from fifty per cent of the educational budget in some Associations down to almost nothing in others, in proportion as the local work has been developed. It is a far more healthy condition to find an Association doing a large missionary educational work, both in the building and out of it, whose receipts lack from twenty to fifty per cent of meeting educational expenses, than to find one with little or no missionary activities, but with tuition charges sufficient to carry all expenses. The latter Association is very liable to be considered a select and rather self-centered club and not ministering to the elementary needs of large numbers of boys and men in the community. A non-missionary Association or educational department is either dead or dying of the dry rot of selfishness.

(6) Sample small budget. If the net expense for periodicals in the reading room is $90, the annual appropriation for new books in the working library or study room $50, the provision for educational clubs, lectures and talks together $160, all teachers' salaries in class room $400, and all educational advertising $160—the total budget without any special supervision is $860. If the income from endowment fund is $175, from tuition fees in classes and clubs $490, admissions to lectures and talks $75, the total receipts are $740. The amount necessary to be thus provided from voluntary subscriptions of friends, and of course to be underwritten or guaranteed in advance by the educational committee, is $120.

(7) The following budget is from a good-sized Association with an Educational Secretary and an assistant, 27 teachers, and 907 students.

The net amount which the educational department must provide from solicitation of funds or from the guarantee of the educational committee in cooperation with the finance committee is $1,203.

Expenses	
Supervision	$3,100
Reading Room and Library	190
Educational Lectures	760
Practical Talks	90
Educational Clubs	116
Advertising (net cost)	2,365
Class Lecture Series	2,400
Special Schools	1,900
Boys' Summer School	609
Day School	2,600
Teachers, other than above	2,980
Miscellaneous—Repairs, etc.	640
Sale Student Supplies (net)	84
Extension outside Building	975
Total Expense	$18,699

Receipts	
Educational Lectures (admission)	$ 810
Practical Talks	15
Educational Clubs	86
Class Lecture Series	2,980
Special Schools	2,400
Boys' Summer School	726
Day School	3,450
Tuition Fees Evening Class Work other than above	4,100
Extension Work	879
From Endowment	1,560
From Volunteer Contributions	490
Total Receipts	$17,496
Bal. needed for Expenses	$ 1,203

11. Records, Forms and Reports

a. Importance

No business firm, religious society or club creditably maintains the confidence of the public very long unless its books of record are well kept and able at all times to reveal the material and working condition of the organization. In a peculiar sense should this be true of the records of the educational work of the Association and each of its features. It is also of greatest importance that these records be permanently filed with the general records of the Association so that in the change of officers and secretaries, the incoming officials will not be at a loss to discover the conditions and grasp the work without further delay.

b. For the general features

The records of the library should show the care and cataloguing of every book and be supplemented with a simple system of checking books drawn and returned. The list of periodicals, prices and how obtained will be carefully preserved annually. Appropriate simple methods of recording the nature and work of educational clubs are in use. A permanent record of those giving educational lectures and practical talks, together with the nature, finances and results of the same, should be carefully made and preserved. See the Statistical Record, Association Press, New York, price $1.25.

PRINTERS' APPRENTICE SCHOOL—HOUSTON, TEX.

TEXTILE DESIGN—NORTH ADAMS, MASS.

PRACTICAL FORESTRY—SPOKANE, WASH.

c. Class records

Perhaps the more detailed records come in connection with class work. Some results of the class work can be measured and presented to the public only in so far as an accurate class record is kept by each individual teacher. The Revised Class Record, published by the Association Press, New York, price 10 cents, is in wide use for classes in both educational work and Bible study. We advise a careful study of a sample of such record on the adjoining page.

(1) Carefulness in keeping the attendance in the class record book is necessary, and reflects one quality of a good teacher. Three cases of tardiness or leaving the class unexcused before the close of the hour constitutes one absence. Unexcused absence for three sessions forfeits the student's place and he ceases to belong to the class.

(2) Enrolment is the total number of different persons joining a class or attending three consecutive sessions. It increases with the entry of each new student throughout the term or year. It should be begun with the second or third meeting of the class. Note the example in Revised Class Record Book.

(3) The average number belonging, less than enrolment and greater than the average attendance, is the number on which the cost of class work per capita is rightly based and on which the per cent of attendance is rightly computed. For each month or for the year, it equals the sum of the number belonging at each session during the month or year, divided by the number of class sessions in that month or year respectively. See Class Record Book.

(4) The average attendance for a month or year is the total attendance of all sessions divided by the number of class sessions in that period.

(5) The per cent of attendance is the measure of the students' improvement of their opportunities, and is found

☞ **Example showing proper use of this Class Record. For further explanation, see adjacent page.**

CLASS IN MECHANICAL DRAWING

No. lessons per week..... 2
No. weeks in course.....80

A—denotes absent; a check, Present; E—Entered; L—Left.

For the entire School year { Total attendance....630 | Ave. No. belonging..13.4
No. of lessons..... 59 | Ave. attendance.....10.6
Diff. men enrolled... 18 | Per cent of att.....79.1

For grade or quality of work, Ex denotes—Excellent; G—Good; P—Poor.

NAME	OCTOBER 1	5	8	12	15	19	22	26	29	Total	NOVEMBER 2	5	9	12	16	19	23	26	30	Total	MARCH 1	4	8	11	15	18	22	25	29	Total	APRIL 1	5	8	12	15	19	22	26	Total	Total Att.	Grade	Int'l Ex'm	REMARKS
F. M. SMITH...	E	✓	✓	✓	A	✓	✓	✓	✓	8	✓	✓	A	✓	✓	A	✓	✓	✓	7	✓	✓	✓	A	✓	✓	✓	✓	A	7	✓	✓	A	✓	✓	✓	✓	6	40	G	91	Enters college
D. ROBINSON...	E	✓	✓	A	✓	✓	✓	✓	L	7																													7			Went abroad
C. GLOVER.....	E	✓	✓	✓	✓	✓	✓	✓	A	8	✓	✓	✓	A	✓	✓	A	✓	A	6	A	A	L																31		87	Enters politics
G. NINDE.....	E	A	✓	✓	A	✓	✓	✓	✓	7	✓	✓	✓	✓	✓	✓	A	✓	A	✓	7	✓	✓	✓	A	✓	✓	✓	✓	✓	8	✓	✓	A	✓	✓	✓	A	✓	6	42	G	88	Secured good position
J. D. TICHENOR	E	✓	A	✓	✓	✓	✓	✓	✓	8	A	A	✓	✓	✓	✓	✓	✓	✓	7	A	✓	✓	✓	✓	✓	A	✓	✓	✓	7	✓	✓	✓	A	✓	✓	✓	✓	7	48	Ex.	81	Goes to foreign field
T. S. JEROME..	E	A	✓	✓	✓	A	✓	✓	A	6	✓	✓	✓	A	✓	✓	✓	A	✓	7																				25			Entered college
C. H. MOORE...	E	✓	A	✓	✓	✓	✓	✓	✓	8	✓	A	✓	✓	A	✓	✓	A	✓	6	✓	A	✓	A	A	L				2										43			Enters aviation
S. M. SHIPP....	E	✓	✓	✓	✓	✓	✓	✓	A	8	✓	✓	✓	✓	✓	✓	✓	A	✓	8	✓	✓	✓	✓	A	✓	A	✓	✓	7	A	✓	✓	✓	✓	✓	✓	✓	7	48	Ex.	86	Appointed foreman machine shop
M. A. TOWSON.	E	✓	✓	A	✓	✓	✓	A	✓	7	✓	A	✓	✓	✓	A	✓	✓	✓	7																				22			Entered the ministry
O. B. PENFIELD	E	✓	✓	✓	✓	A	✓	✓	✓	8	✓	✓	A	✓	✓	A	✓	✓	✓	7	✓	✓	A	✓	✓	✓	✓	✓	A	7	✓	✓	✓	✓	A	✓	✓	✓	6	41	G	85	Enters municipal law
A. S. JILSON....		E	✓	A	✓	✓	✓	A		5	✓	✓	✓	✓	A	✓	✓	✓	✓	8	✓	✓	A	✓	✓	✓	✓	✓	✓	7	✓	✓	A	✓	✓	✓	✓	✓	7	47	Ex.	85	Salary raised $25 per month
A. MAGAGNOS..					E	✓	✓	✓		4	A	✓	✓	A	✓	✓	✓	A	✓	6	✓	✓	A	✓	✓	✓	✓	✓	✓	7	✓	✓	✓	A	✓	✓	✓	✓	7	42	G	86	Continues next year
G. B. OBER.....					E	✓	A	✓		3	✓	✓	✓	✓	✓	✓	A	✓	✓	8	✓	✓	✓	✓	✓	✓	✓	✓	✓	8	✓	✓	✓	✓	✓	✓	✓	✓	8	30			Enters editorial work
M. COLE.....						E	✓	✓		3	A	✓	✓	✓	A	✓	✓	✓	✓	8	✓	✓	L							2										31			Salary increased $10 per month
S. P. MORSE....							E	✓		2	✓	A	✓	✓	A	✓	✓	A	✓	7	✓	✓	✓	✓	✓	✓	✓	✓	✓	8	✓	✓	A	✓	✓	A	A	✓	5	41	G	90	Secured excellent position
C. H. FISHER...											E	✓	✓	A	✓	✓	✓	✓	A	7	L																		30			Becomes health promoter
C. GOODMAN...													E	✓	✓	✓	✓	✓	A	6	✓	✓	A	✓	✓	A	✓	A	✓	6	L									1	32		87	Goes to foreign field
S. L. MOTT.....																		E	✓	2	A	A	✓	A	✓	✓	A	✓	✓	5	A	A	✓	✓	✓	A	✓	✓	5	40	Ex.		Returns next year
Total Attend..	10	8	9	9	8	11	14	12	11	92	12	11	13	12	12	11	14	12	13	110	10	10	8	6	8	9	8	7	7	73	8	7	6	7	8	6	6	9	57	630			
No. Belonging.	10	10	11	11	11	13	14	15	14	109	15	15	15	16	16	16	16	17	17	148	13	13	11	11	11	10	10	10	10	99	10	9	9	9	9	9	9	9	73	790			

for any month or year by dividing the average number belonging for the month or year by the average attendance for the same period. See Class Record Book. In the best Associations with normal conditions the per cent of attendance for the year should range above 85.

(6) At the close of the work of each term a report of attendance, number belonging, per cent of attendance, number of lessons, etc., is made to the committee and board. Such a report at the end of the year together with many other items concerning all educational features is made to the State and International Committees, on special blanks furnished for the purpose.

d. Occupations

While the number of occupations represented by men and boys in various educational features of the Association is now over 200, and while there is no ironclad method of classifying these in groups, yet the experience of the best Associations has made use of the following:

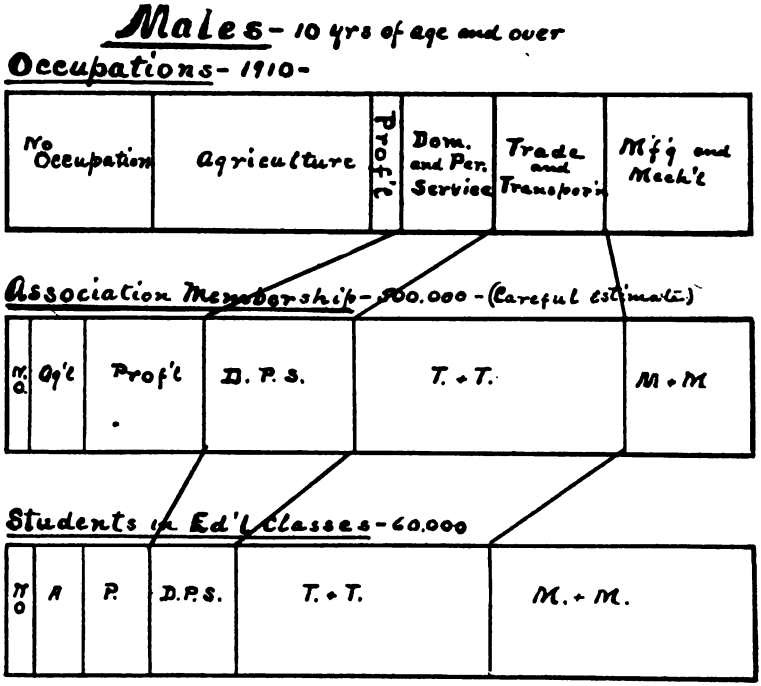
(1) Office men include those employed in office work, correspondence and bookkeeping, as shipping clerks, stenographers and other similar positions.

(2) Salesmen and agents include those in wholesale and retail business houses who have to do with the care, handling and selling of goods.

(3) Professional men include teachers, college-trained men and those of the various professions.

(4) Mechanics include those employed in lines in which drawing is the foundation or language of execution—men in building and construction positions, as carpenters, machinists, plumbers and engineers.

(5) General tradesmen include those in industries and trades not founded on the science of drawing, as printers, binders, bakers, porters, waiters and general laborers not definitely related to any other division.



The occupations of 29,600,000 males, as shown in the United States Government Census reports, are drawn to scale in the upper section of the diagram. The center section shows the one-half million members of the Associations as drawn from the various groups of men and boys in government occupations. This is a careful estimate based on the actual classified membership of a number of Associations. For example, those in "Professional" occupations form one-sixth of the Association membership but these are drawn from a field which is but one-twenty-fifth of the number of males shown by occupations. The Association has thus been far more attractive to the "Professional" group than to any other of the government classified groups of occupations.

In educational class work about one-third of the 62,000 students at present are connected with manufacturing and mechanical pursuits, which body of males forms only one-sixth of our Association membership, and this group in turn is drawn from one-fifth of the males thus classified in the government division of occupations. The Commercial class, as we call it, is represented very largely in the division entitled "Trade and Transportation." While progress is being made in reaching and helping both the industrial and commercial groups of men and boys, but little progress is yet made in meeting the special needs of those in "Domestic and Personal Service," and hardly a beginning is yet made among those classified in the group of occupations entitled "Agricultural," or among those in the group of "No Occupation."

In many investigations, public reports and government records, the classification is—Agricultural and Mining, Professional, Domestic and Personal Service, Trade and Transportation, Manufacturing and Mechanical pursuits. This latter grouping is advised if any use or comparison with government statistics is made.

OCCUPATIONS OF MEN IN CLASS WORK

	1893	1902	1911
Office men	23%	20%	17%
Students	13%	9%	8%
Clerks	25%	24%	22%
Mechanics	24%	24%	27%
General tradesmen	15%	23%	26%
	100%	100%	100%
Total students	12,500	28,750	61,850

To clearly understand this table, each per cent shown must be related directly to the total number of students for the year. Thus from the table it would appear that the number of office men, students and those in clerical positions were steadily decreasing, whereas the reverse is true. The per cents are merely relative terms. For example: 23 per cent of all the students in 1893 were office men. That is, there were 2,865 office men in class work, but 17 per cent of all students in 1911, or 10,514 were office men.

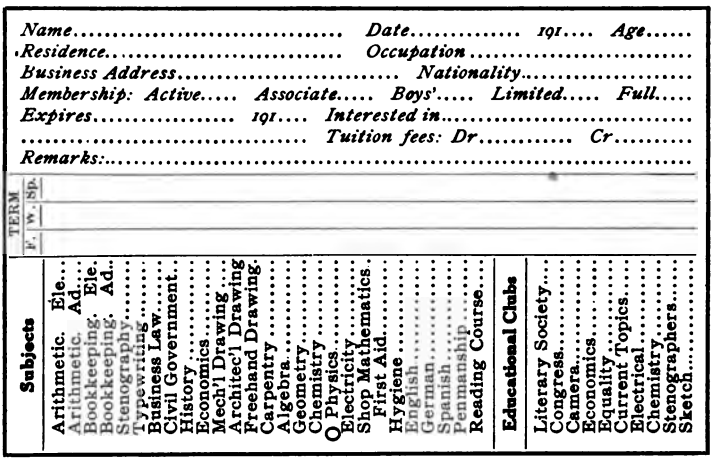
As Associations have given more attention to meeting the daily needs of industrial workers, mechanics and general tradesmen, corresponding proportions of men thus aided in the Association educationally have steadily increased.

e. Suggested enrolment and report cards

The following are gathered from the successful experiences of a number of Associations. In each place the circumstances will vary the use of such card system giving

classified information concerning students and others in different phases of educational effort:

(1) An enrolment card is suggested as herewith:—



Name..... *Date*..... *191*.... *Age*.....
Residence..... *Occupation*.....
Business Address..... *Nationality*.....
Membership: Active..... *Associate*..... *Boys'*..... *Limited*..... *Full*.....
Expires..... *191*.... *Interested in*.....
..... *Tuition fees: Dr*..... *Cr*.....
Remarks:.....

TERM		
F.	W.	Sp.

Subjects	Educational Clubs
Arithmetic. Ele....	Literary Society....
Arithmetic. Ad....	Congress.....
Bookkeeping. Ele.	Camera.....
Bookkeeping. Ad..	Economics.....
Stenography.....	Equality.....
Typewriting.....	Current Topics.....
Business Law.....	Electrical.....
Civil Government..	Chemistry.....
History.....	Stenographers.....
Economics.....	Sketch.....
Mech'l Drawing....	
Architec'l Drawing	
Freehand Drawing.	
Carpentry.....	
Algebra.....	
Geometry.....	
Chemistry.....	
O Physics.....	
Electricity.....	
Shop Mathematics..	
First Aid.....	
Hygiene.....	
English.....	
German.....	
Spanish.....	
Penmanship.....	
Reading Course....	

(2) A simple application for club membership is as follows:—

CLUB APPLICATION BLANK

Date.....*191*.... *Club fee receipt No*.....
I hereby make application for admission to the.....
.....*Club of the Association*,
subject to the action of the Club's Executive Committee.
Name..... *Mail Address*.....
Nationality..... *Age*..... *Occupation*.....
Association Membership No.....
Dues paid..... *Received by*.....

f. Summary

To summarize in the matter of records and reports, the secretary will give attention to:

(1) Card systems for enrolment and students' records

which will show information by the term and also for the year.

(2) Monthly attendance reports where desired for parents or employers.

(3) Monthly report of salient items to the Association.

(4) A study of students' occupations, nationality, age, subjects taught, and so on.

(5) Annual reports for the fiscal year, and also to the State and International Committees.

g. Office methods

In most successful work the secretary will also give attention to the following items in methods of conducting the educational office:

(1) The necessity of the office as the official place to meet instructors, students, inquirers, keep the records and files, and administer the affairs of the educational department.

(2) The equipment of the office will include appropriate desk, card files, letter files, record files, telephone, cases for books and students' supplies, cabinet for instructors, and other material.

(3) The appropriate handling of inquiries, which are always more or less private, the same as a physical examination only often more personal; the effective service of the educational secretary as a counselor, adviser and friend, is of more real value than that of giving mere information to the students.

(4) The handling of enrolments either with or without conferences; the general transaction of business and the handling of money to be at the general office rather than the educational; private arrangements, as to notes, installments and so on.

(5) Mailing list of names of persons taken at the general reception desk; and also of all inquiries at the educational

office; mailing lists furnished by students; names of persons gathered at talks and lectures; the use of follow-up systems and so on.

12. Chronological

The following items are given attention during the year at the times indicated by the most successful organizations:

a. July and August

A card, letter, leaflet or circular should reach not only each member, but also each young man in the city. This should call attention to the educational features in operation during the summer, such as the boys' summer school, the camp school, vacation plans, talks, etc., and emphasize the necessity of the men planning early for their connection with one or more of the features in the fall. This printed matter should be definitely informing and helpfully convincing. One or more meetings of the educational committee should be held. Plans for the general features all to be made, printed matter to be settled upon and issued if possible before September 1.

b. September

This is the key month of the year. In it and continued through October should be a most vigorous educational canvass and solicitation of young men. The annual prospectus, with detailed plans for classes, clubs, lectures, etc.; leaflets, cards, posters, letters—all issued and in the hands of young men by September 15-20 if possible. See "Advertising," page 123. Noon shop meetings with cooperation of employers and foremen arranged for, and the systematic distribution of printed matter. Study of the field. Systematic study of plants and factories by committee, secretary and others. Conference with foremen and employers.

APPLIED ELECTRICITY—TWENTY-THIRD STREET BRANCH, NEW YORK CITY

AUTOMOBILE SCHOOL—MILWAUKEE, WIS.

COMMERCIAL ART AND DESIGN—DAYTON, O.

Committee meetings weekly or oftener. Educational Sunday the third or fourth Sunday in September. Reception to young men of the city during the third or fourth week. Daily conference with inquiring students. Joint meetings of committee, teachers and leaders—very important. Educational rally or opening exercises, last week of the month. Portable exhibits in factories and store windows, with daily explanations if possible.

c. October, November

Special care if necessary to foster and preserve the interest kindled in September. One way to do this is for each committeeman to visit each educational club or class at least bi-weekly, give hearty words of encouragement to men and teachers, and thus show his own continued interest. Success of the year's work depends on this important personal service through the fall and winter months.

Exhibits in factories continued. Committee meetings monthly or at call of chairman. Teachers' meetings if there are four or more teachers. Items showing progress of the work in newspapers at least weekly, and occasional circulars or leaflets issued. Study of the field continued.

d. December

New plans, some new features and classes for the winter term matured and advertised by leaflet and in daily press. Committee meetings. Written reviews and examinations. While some subjects will continue till April, perhaps a few short courses will close with the fall term. Joint meetings of teachers, club leaders, and committee during the holidays.

e. The holidays

If any break is made it should be as short as possible. It will be much easier to conduct a few classes from December 26 to January 3 than from December 16 to 24. Many

young men have no home or other opportunity for holiday pleasures aside from those obtained in the Association.

A social, entertainment, trip, sleigh ride, or skating party, for the students as a whole, or for different classes or clubs as is expedient, and managed by the men themselves, is very profitable. Utilize all opportunities to develop class spirit. Advertise winter term. Begin class work as soon as possible.

f. January, February

Committee meetings monthly or at the call of the chairman. Quiet but thorough and systematic study of the local educational problems and the field for extension of work. Teachers' meeting. Continued encouragement of students and teachers by frequent personal visits of committeemen and officers. Keep the general public and the young men posted on the progress of the work and the plans for the future. Use the press and occasional letters, cards and leaflets.

g. March

The same interest and work of committee, officers and teachers to be encouraged and continued. Determine upon and advertise plans for spring term, summer school, clubs, reading courses, talks and other features. Joint meetings of teachers, leaders and committee. Encourage plans to participate in the International examinations. Important to act upon—what clubs, class subjects to drop, which to retain, what new ones to add, and the same as concerns the leaders and teachers. This gives facts to begin to advertise work of spring, summer and fall.

h. April

Annual International and local examinations first week. Spring term opens April 1-10 for ten or twelve weeks.

Advertise spring and summer terms, other features, and general plans for coming season. More study of the field, its problems, the needs of men in all leading occupations and the features to best meet such needs. Many different accounts of the year's work in the daily press.

i. May, June

Continued work of the committee and officers, improving, extending and advertising plans. Parlor conferences of business men quarterly through the year will prove valuable. One conference may involve the foreman of a single large industry, or a number of allied industries, as the iron and steel manufacturers of a city; another may similarly involve all engaged in transportation; another those in finance, banks, and trust companies. Determine upon and advertise the boys' summer school to be held in July and August, the camp school, agricultural clubs, vacation plans, trips and other activities.

13. The Educatograph

The diagram on an adjoining page is to aid in a comparative study of Association educational work. Its only motive is to be suggestive and helpful, not critical, as local conditions materially influence results. It concerns the total membership and annual current expenses, and shows relatively the features of encouraging growth as well as those needing increased effort. It has been used successfully for a number of years.

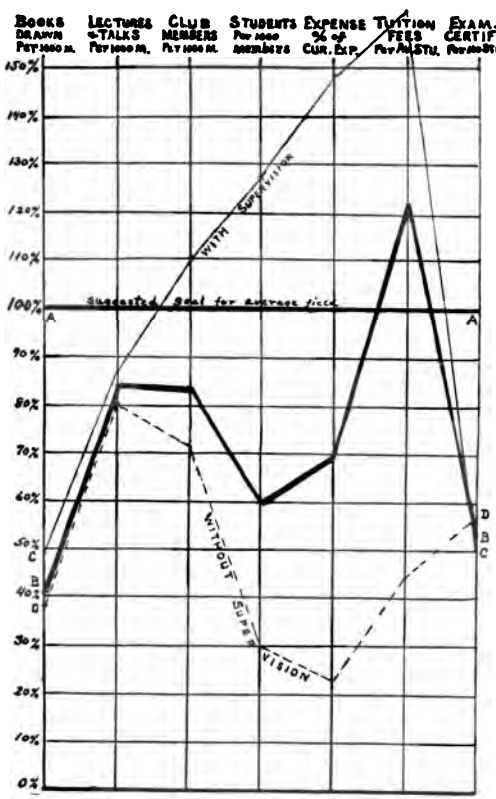
It is based on the following goal of 100 per cent—line A A—in each of seven items, for the Associations as a whole, as well as for the average field.

1. Library books drawn per 1,000 members per year, 3,000.

2. Lectures and talks, per 1,000 members per year, 15.

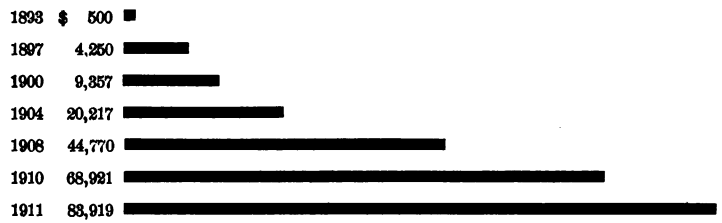
3. Educational club members, per 1,000 members, 60.
4. Students in class work, per 1,000 members per year, 200.
5. Budget, proportion of total annual current expenses, 15 per cent.
6. Tuition fees, average per student per year, $6.
7. International certificates, per 100 students per year, 5.

EDUCATOGRAPH



The line B B shows the average per cent of the goal reached by all city, town, railroad and colored Associations. The line C C similarly shows the average reached by all Associations employing special educational supervision. The line D D shows the record of all Associations without special supervision. Thus an Association of about 325 members would stand at 100 per cent in columns 1, 2, 3, 4, 6, etc., respectively, if it reported about 1,000 library books drawn per year, five lectures and talks, 80 club members, 65 students in class work, and $390 tuition receipts; Associations of other sizes in similar proportion.

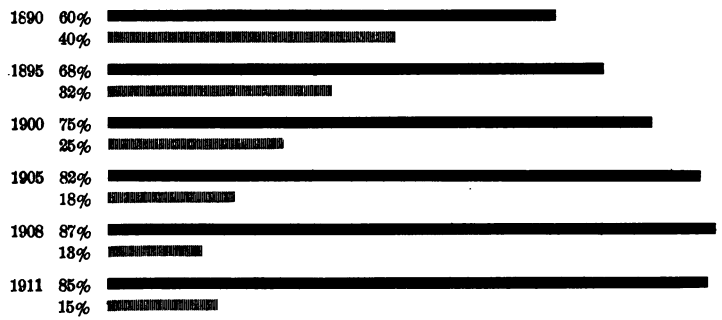
AMOUNT SPENT FOR ADVERTISING ASSOCIATION EDUCATIONAL WORK



HIGH SCHOOLS—PUBLIC AND PRIVATE—COMPARED

STATED IN TERMS OF PER CENT OF ALL HIGH SCHOOLS

Black line—Public High Schools—number, teachers and students.
Gray line—Private High Schools—number, teachers and students.



VI. AMONG DIFFERENT GROUPS

1. City Men and Boys

Among the males in American cities—though human nature there is the same as among men in railroad service, in the army and navy, or elsewhere—the best results in educational work are found where certain appropriate characteristics and city ear-marks are observed. Such work must be peculiarly adapted to city customs and conditions, partake of those qualities which in a peculiar manner challenge the attention and interest of city men and boys.

The methods and equipment will be somewhat similar to the existing successful efforts to meet city educational needs, by the public schools, but will be even more adaptable and flexible as to times, places, conditions, and will place much more emphasis on individual instruction, on manhood building and efficient, direct preparation for life work.

As more than three-fourths of all the Association educational work at present is done among city men and boys, the larger part of the principles, methods, experiences and suggestions of this book are specially adapted to meeting the needs of this body of men. All varieties of educational privileges, at all hours of the day or night, adapted to all city conditions, in or outside the building, are feasible.

2. Among Railroad Men

a. Its importance

Educational facilities for railroad men and boys have proved to be not only a necessary, but a very helpful part of the regular work of the railroad Association.

b. Its objective

The object of an educational program is to broaden and mentally develop railroad men and boys, and to increase their efficiency, thus fitting them for more useful service both in their business and in social relations.

c. Its features

(1) The information of the reading room with its standard periodicals and railroad technical journals.

(2) The inspiration of the library, both circulating and reference.

(3) The stimulation of lectures and practical or technical talks.

(4) The cooperation of educational clubs.

(5) The instruction and training in class work under competent teachers.

(6) Individual instruction or home study under personal leadership.

d. Its local committee

Experience shows that in places where best service is rendered, a committee composed of three or five practical men is in charge. With the general secretary and educational secretary, this committee studies local conditions, discovers opportunities, matures plans and conducts such features as will best meet the needs.

e. Its supervision

While the general secretary, in proportion to his ability and interest, will continue to promote educational features in all places, yet the great opportunity to help railroad men makes it increasingly necessary to provide in each of the larger Associations an experienced man, for his entire time if possible, as educational secretary to supplement the local

committee and general secretary. Such a man is already employed in several places. Whatever such good supervision costs it is more expensive in the end to do without it. On each railroad system there may well be provided similar general educational supervision. In this way best results for the system as well as for the men and the Associations will be realized.

f. Its plan and program

The right study of the local conditions and discovery of special needs, differing in each Association, will lead to a definite plan to meet the peculiar conditions. Such a plan or working schedule will usually include a more efficient use of the reading room and library, the conduct of practical and technical talks, one or more groups or clubs, and some personal instruction in classes or given individually. Any such service may be conducted during any month of the year, wherever there are needs to be met and men to meet them. At present the largest part of this work is done between September and May, but there is no reason why these features should not run through the summer. Any plan or program, small or large, should be matured at least from one to three months before it is set in operation, in order to give proper time for advertising.

g. Its advertising

Good advertising pays. Poor advertising is often worse than none. As soon as plans are made, tell about them in the most approved and successful manner. The following means have been used with much profit: Attractive posters at central points; a brief but striking prospectus stating the plans, privileges, prices, dates; leaflets giving results of past year's work; lantern slides showing men in different classes and in other educational features of the Association, also slides showing the value of an education and of such

LABORATORY WORK IN CHEMISTRY—PORTLAND, ORE.

STRUCTURAL ENGINEERING AND DESIGN—WEST SIDE BRANCH, NEW YORK CITY

LACKAWANNA RAILROAD APPRENTICE SCHOOL—UNDER ASSOCIATION SUPERVISION, ONE OF THREE SCHOOLS ON THE SYSTEM, SCRANTON, PA.

privileges in general; noon shop gatherings with use of the lantern; personal visitation by men who have profitably taken advantage of such work; a window display of the work of students; the use of the lantern across the main street; a talk by, or the endorsement of, some railroad official, such as the superintendent or the master mechanic. These and other forms of advertising naturally growing out of local conditions are being used with success.

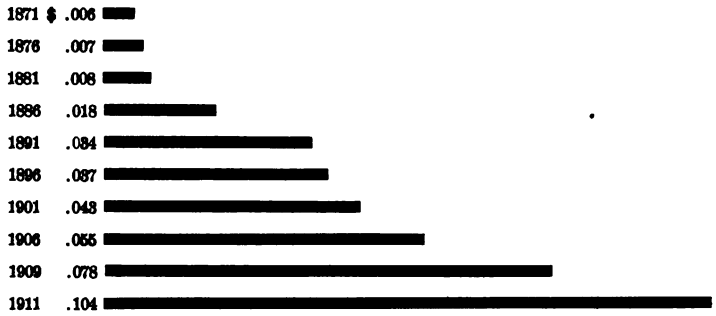
h. Its finances

Good educational work costs money as well as time and effort, but it is found to be one of the best investments railroad Associations can make. When properly conducted it not only brings results but also helps to carry a large part of its own budget. Where best work is done the board of directors generally appropriates an educational budget which includes such items as supervision, advertising, periodicals for the reading room, conduct of the library, lectures and talks, clubs, class work, individual instruction and promotion of home study. Such a budget varies from ten per cent to twenty-five per cent or more of the entire Association budget.

The receipts from club fees, tuition fees for classes or for individual instruction, and admission fees to a few of the lectures, should be such as to cover nearly or quite all of the running expenses of these features. The other budget items are provided from the general fund of membership fees, public contributions or endowments.

Each man interested in promoting this work among railroad men will become familiar with "Education and Railroad Men," and the "Railroad Association Handbook," both books issued by Association Press. The International Committee is giving attention to promoting appropriate features for railroad men through a trained railroad educational secretary.

ANNUAL COST OF ASSOCIATION WORK—ALL DEPARTMENTS, PER CAPITA OF POPULATION



3. RURAL WORK

a. Object

The Associations in this department seek to helpfully influence the religious, educational, physical and social phases of rural community life among men and boys; to increase vocational and social efficiency, and helpfully redirect the agencies for promoting the welfare of country life.

Best results are seen in proportion as Christian men are led to appreciate the value of Christian stewardship in cultivating and using the rich resources of Mother Earth.

However good the country school, the fact remains that 70 per cent of the boys in the country quit school before they are 14 years old; only 15 per cent go to secondary schools and 2 per cent to college. Thus in these days of scientific farming, careful business management in agriculture, conservation of natural resources, redirection of personal and social ideas, one may easily see the need of supplemental educational facilities which the Association in the small towns and rural fields seeks to provide.

b. Variety of work

Throughout the system of organization peculiar to Association work in these fields may be distinguished at least four different types of supplemental educational effort:

(1) Culture facilities.

(2) Recreational and play education.

(3) Special vocational training frequently not otherwise provided for in rural communities and small towns.

(4) Character building.

c. Group program

In a season's work of a club or group of boys or men under proper leadership, one-fourth of the time may legitimately be given to educational work in some form or other as follows:

(1) Practical talks. Such men as the postmaster, business man, successful farmer, railroad ticket agent, telegraph operator, banker, physician, blacksmith or druggist may each be secured to talk about his own work in a profitable manner. An especially good speaker can be used at several different points.

(2) Current events. The intelligent discussion of news of the week is always profitable.

(3) Debates. There is room for argument on almost any subject and the training men secure in expressing their ideas is invaluable.

(4) Literary work. Music, recitation, dialogues and similar features may be made attractive.

(5) Reading course. Small groups may be led to pursue a definite course of systematic reading during the year. Often sets of good books may be purchased at club rates, or loaned from circulating libraries.

(6) Educational plays or dramas. One or more good plays may be successfully studied during the season and

rendered publicly. Such work is stimulating and may be made very profitable.

(7) Civic improvement. A group should always be encouraged to do a definite piece of service in its community in behalf of social welfare.

(8) Class work. Frequently members of the group are deficient in schooling or are interested in a subject in which they would like to secure definite instruction. Definite class work may be provided with tuition charges to pay the cost of instruction.

(9) Tours and trips. Many of the above-named features may be very profitably supplemented by definitely planned visits to points of local interest or to neighboring cities.

d. Community program

Either through organized Association groups, in cooperation with individuals, or with existing organizations, Associations may render some of the following forms of service on a community basis:

(1) Through school talks, encouraging boys to remain in school by showing them the value of an education, a very serious evil may be partially avoided. This is better than a later attempt to cure the evil.

(2) Local institutes. Short term institutes, of one or two days or more, in agriculture, horticulture, stock breeding, and dairying may be arranged in cooperation with local bodies and with institutions, such as state agricultural colleges.

(3) Lecture courses. Either a local group can be encouraged to provide a profitable lecture course in its community or the Association may definitely promote the plan. Talent from state universities, lecture bureaus, etc., may be secured. The total expenses for the lecture course may be defrayed by small fees.

(4) Extension clubs. Through cooperation with public schools or alone the Association may promote work in gardening, corn growing, poultry raising and the like.

(5) Exhibits and fairs. Well set up features such as these will attract attention, arouse interest and produce good results. Such fairs are especially attractive to boys, who may be encouraged to exhibit agricultural and garden products, and other results of their own handiwork. Small fees will defray expenses.

(6) Class work. Often there is an opportunity for the organization of class work in some subject, and small fees will practically cover the expense.

(7) Libraries and reading circles. Efforts in this direction may be increased in efficiency and interest by special encouragement of the Association. Large use may be made of the regular bulletins of the United States Agricultural Department, a state agricultural college and experiment station, also state boards of health. This work does not need to be under Association auspices but may have its support and occasional assistance.

(8) Home study. Much study can and should be done at home, and the Association may well encourage it. Extension home study courses provided by state universities may be promoted with good results and as much stimulus and assistance rendered as possible.

(9) Public schools. More definite knowledge and interest on the part of parents in the public school is one of our greatest educational needs today. By cooperating in various ways communities and individuals may be encouraged to increase their support of and their interest and confidence in the school system.

(10) Public amusements. Without direction or purpose, amusements often become degenerating instead of elevating. So much of life-training may be found through play and through various forms of recreation that the Associations

find it increasingly important to give attention to the play and recreational life of the communities it seeks to serve.

No individual may attempt all that has been suggested, but many Associations in organized counties have successfully conducted one or more of these features. The opportunities of educational work of a character building nature are exceedingly large in small communities where adequate facilities are relatively meager. Through an awakening interest due to modern means of communication there is an increasing field of service.

4. Among Soldiers and Sailors

The importance of educational work in the Army and Navy may be realized when it is remembered that during their enlistment many of the men wish to utilize their spare time in preparing, first, for appropriate promotion in army and navy positions, and second, for entering business positions of various kinds upon their return to civil life. At those army posts and navy stations where it has been possible for men to take advantage of any systematic educational training, the results have shown that many are eager to profit by such opportunities.

Among the enlisted men in both wings of the government's defenders, practical talks have been given by experienced men from various walks of life. These have stimulated a helpful desire for the best things. The subjects have included: Habits of Study, Personal Problems, Current Topics, Personal Hygiene, Choosing a Career.

Educational clubs to an increasing degree are being organized and conducted by the enlisted men. They have debates, stereopticon lectures, literary meetings, book reviews, and so on.

Tours and educational trips conducted under competent leadership have been made to local places of interest when

the "blue jackets" were on shore leave or when the soldiers had opportunity. Such trips have included visits to museums, newspaper plants, public buildings, historical landmarks and the like.

An increasing number of stereopticon lectures is being given on battleships, at naval stations, army posts, and Association buildings. These include travel talks, historical subjects, great books illustrated, government, trades and professions, biographies, and so on.

Libraries and study rooms in Associations at army posts and naval stations afford splendid facilities for men pursuing educational work and who are anxious to make use of the world's best books. Friends of these young men have made large libraries accessible to them. Traveling libraries supply books to the men on the ships at sea, in the Philippines, on the frontier and wherever enlisted men are obliged to remain for months away from the homeland.privileges.

Reading courses are promoted through calling special attention to books of marked interest. The reading habit is thus stimulated and desires are awakened for good literature. Examinations may be taken where desired and certificates granted for those who pass.

Class instruction is the basis of all good educational work. At the various naval Association buildings and army posts class work privileges are found in English, arithmetic, geography, history, languages, mathematics, electricity, mechanical drawing, and other subjects. Appropriate subjects for increased rating in the navy include those for the yeoman, electrician, machinist, carpenter and others.

Through home study promoted by the University of Wisconsin, or any similar state or philanthropic institution, the men of both the army and navy may secure at reasonable expense and under appropriate Association auspices much practical help.

On account of the very nature and life of the soldier and sailor it is necessary to conduct appropriate facilities in adaptable manner and at opportune times of day, year and place to meet the situation; and it is expected these will differ considerably from those of other Associations, institutes, or public schools. The men who are liable to be shifted from place to place are slow to tie themselves down to systematic local work which they may be obliged soon to discontinue. While this is felt in the army it is still more evident in the navy. In spite of these conditions increasing attention is being given to meeting special needs wherever discovered. Some local encouragement and supervision is already being given at a few posts and in a few naval stations. In view of the increasing importance of appropriate and adapted educational facilities for enlisted men in both the army and navy, and in view of the value of trained local supervision and what has already been accomplished through the service of local educational secretaries, it would seem clear that valuable results could often be accomplished if a trained man were located on each battleship and at each naval station and army post to give personal guidance and intelligent promotive effort to all needed educational features. The International Committee through a special secretary is giving attention to the problems of vocational training for enlisted men.

5. Industrial Workers

a. Type of work

The varieties of educational work suitable to the needs of men and boys in industrial fields are not unlike those provided among other groups. The object and character of work, however, may be different, depending upon the particular needs and conditions of the several places of effort. Those educational privileges are most successful

GRADUATES OF EDUCATIONAL INSTITUTE, 1911—SILVER BAY, N. Y.

LITERARY SOCIETY—WEST SIDE BRANCH, NEW YORK CITY

EDUCATIONAL INSTITUTE—SILVER BAY, N. Y., 1911

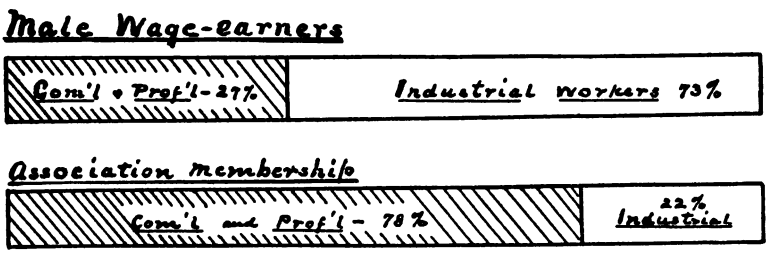
which relate directly or indirectly to the working and recreative life of the individual and community. Consequently, the Association as a supplemental agency, seeks to:

(1) Provide or encourage those facilities that will better fit the man or boy for his daily work.

(2) Encourage or provide the means by which, during his leisure hours, he may secure that stimulation, training and development which will make him a better man, a nobler citizen, a more responsible home maker and a more effective worker.

(3) Help the man and boy to escape those influences which distinctly undermine physical vitality, weaken productive efficiency, destroy character, and injure good citizenship.

The increased demands in industry require more and more special technical training and skill. The Association tries to help provide the necessary facilities. On the other hand the pressure and requirements make the proper use of the industrial worker's spare time a vital matter.



From Dr. Peter Roberts of the Industrial Department of the International Committee we learn that from the 27 per cent of the male wage-earners which are largely considered as commercial and professional, 78 per cent of the Association membership is drawn; while from the 73 per cent representing the other occupations including all industrial workers, only 22 per cent of the Association membership is secured. This shows the opportunity and responsibility of the Associations toward the great mass of industrial workers who are as yet not helpfully influenced in large numbers by such Christian organizations.

b. Methods and features

Avoiding the paternal and adopting the fraternal method, the Associations in industrial fields have successfully promoted the following forms of work:

(1) Lectures and talks, within or outside the Association building, on industry, civics, hygiene, geography, art, applied science, engineering and many other topics.

(2) Clubs whose programs are varied according to the character and desire of the membership.

(3) Class and home study, emphasizing the peculiar industrial and vocational needs of the men and boys served.

(4) English for non-English speaking men and boys, who are so numerous in all industrial occupations.

(5) Exhibits and demonstrations of things affecting the lives of industrial workers, such as labor-saving and life-saving devices, housing conditions, first aid, tuberculosis, general health and sanitation, and industrial processes.

(6) Thrift, through cashing pay checks, depositing money, providing talks, conducting investigations and encouraging saving habits and the use of various devices for thrift and economy.

(7) Apprentice schools for the supplementary training of apprentices independently and in cooperation with local employers.

(8) Suitable reading and self-culture facilities through libraries, reading rooms and reading courses.

Any activity promoted in behalf of community or individual welfare in industrial communities may and should have an educational element. The discovery of needs and ways of meeting those needs naturally determines the variety and scope of work. An Association should seek to serve all classes or groups of men and boys in its community regardless of its membership. An increasing desire to more effectively serve the large numbers of industrial workers

found throughout the nation will find its best expression in the promotion and conduct of those facilities which permit the worker to increase his efficiency and raise his standard of living.

6. Colored Men and Boys

a. Needs

The future of the colored man in America will depend largely upon his economic, social, intellectual and physical efficiency. Of these his economic efficiency is fundamental and depends upon his ability as a productive worker. For this reason adequate adapted vocational or industrial training is one of his greatest needs. Through lack of facilities, proper support and often of inclination on the part of the negro himself, it has been more or less difficult in the past to provide fully for his needs. Through either public or private channels, however, vigorous steps must be taken to preserve the integrity of this portion of American citizenship.

b. Methods

Following the guidance and advice of both colored and white leaders various Associations have conducted classes, clubs and other features found most suitable to help train the colored man and boy to become a more efficient and better-paid worker. Greater interest has been attached in the past to those features of a semi-vocational and cultural nature, such as history, literature, music and grammar. However good this may be, Associations will find larger fields of opportunity in providing instruction in subjects more strictly vocational, such as sign painting, carpentry, janitor service or care taking of buildings, agriculture, animal husbandry, blacksmithing, bricklaying, stationary engineering, cooking, boiler firing, arts and crafts and printing. These subjects fit in with the daily life of the working man.

To them may be added supplementary subjects, such as penmanship, arithmetic, drawing, bookkeeping, commercial law, English, civics, etc. Special subjects, such as first aid, personal and domestic hygiene, thrift, music, art, and literature also render effective service. The so-called "bread and butter" subjects are fundamental in importance with this group of men and boys; while these may be supplemented by many cultural subjects, colored Associations will wisely magnify the importance of the man's daily task and the value of special training, and make provision for the necessary facilities.

The features and methods applicable in educational work among colored men and boys are similar to those used in other Association fields varied only according to the peculiar needs and conditions which obtain within this group. Still the educational needs of the colored man and boy, through lack of schooling and social status, are much greater than those of the man and boy of the white race. Great opportunities for real and lasting service are before the colored Associations that desire to extend the range of their work, increase their service and secure even larger results than in the past.

7. Extension Work—Outside the Building

a. Principles

A careful study of the field reveals the kind and amount of educational work which can be done outside as well as within the building. The Association seeks to most effectively meet local needs whatever they may be. The time has passed when an Association is satisfied to limit its activities to its own membership or within the walls of its own building. Association buildings will be increasingly used as inspiration and training centers for service among those outside the membership.

A careful study of the field is as fundamental to work outside as to work in the building. Only through a full knowledge of needs and conditions in a community can one hope to serve it best. As in the case of boys' work, service should be rendered in proportion to needs rather than according to payment for service. For the Association to grow in the practice of the fundamental tenets of Christian brotherhood, it must endeavor to minister to the needs, not only of a limited membership, but also of large numbers in its community who are otherwise denied many of the privileges and opportunities enjoyed by the more fortunate.

b. Reasons for extension work

The Associations most successful in this type of work give the following reasons for undertaking it:

(1) To provide needed service for men and boys not already enjoying Association privileges.

(2) To secure closer adaptation of privileges to meet actual needs.

(3) To fit an Association program to meet industrial and business hours and working conditions.

(4) To serve men and boys who will appreciate but not seek help.

(5) To create demand for more thorough effort within the Association or elsewhere.

(6) To obtain a sympathetic touch with men whom the Association wishes to reach.

(7) To encourage a desirable, cooperative spirit among the beneficiaries of this work by sharing with them the responsibility for its conduct.

(8) To encourage a helpful cooperative spirit between employers and employees.

(9) To relate the Association to actual business and industrial conditions.

(10) To encourage rather than discourage a desirable feeling of social solidarity in the industrial and business world.

(11) To demonstrate the desire of the Association to serve all men and boys of the community irrespective of race, and of political, religious, economic or social creed.

(12) To provide opportunities whereby men and older boys who are willing may serve their fellows.

c. Administration and supervision

Extension work is not limited to educational features, for effort outside the Association building may be conducted by any or all departments. Therefore, it is important for every department within the Association to cooperate closely in organizing, promoting and conducting this work. This is particularly important, for supervision of activities outside the Association building is more difficult than the supervision of those within. For those features and activities, entirely educational, the educational department with its committee and secretaries is chiefly and directly responsible.

Frequently a subcommittee of the general educational committee has a special relation to extension work and often an advisory committee also renders valuable service. Much dependence for the actual conduct of the work must be placed upon voluntary help from committeemen, speakers, club leaders, teachers and others, thus intensifying the elements of service which should pervade this kind of work.

d. Features

Among the various features of extension work are:

(1) Lectures and talks in shops, business houses, shipping rooms, school buildings, at engineering and building projects, in factories, club houses, churches and social centers; at any time of the day or night, to men and women,

boys and girls, native or foreign-born. Preferably the audiences, however, are men and boys. Discussions may pertain to any and all subjects, relating to daily occupations, and personal, home or civic life.

(2) Clubs, combining helpful play, recreation, stimulus and education of any character wherever a group of men or boys can be gathered.

(3) Class, club or group instruction in any subject, such as English for non-English speaking men and boys, first aid to the injured, hygiene, history, civics, arithmetic, writing or any subject for which there is demand.

These are the three main lines of extension work, though other forms, such as home study, educational tours and trips, certain features of camp life and agricultural experiments may also be classified under this general division. Many of the forms of effort suggested in the section on Social Service are applicable in work outside the building.

8. English for Coming Americans

America seems to be the melting pot for all nations of the world, but unless it really succeeds in melting, fusing and creating a more or less harmonized constituency—a Christian American nation—the chaotic mixture may destroy the melting pot. In increasing numbers—1,300,000 in one year—people are coming to our shores from other nations. Years ago such immigration was largely English, Irish, German and Scandinavian—wholesome, earnest, faithful citizens and nation builders. Of late years, however, that kind of immigration has almost entirely ceased, and in its place masses of suspicious, clannish people from southern and southeastern Europe have swarmed to our already congested cities, and in sections of them have built their own increasing number of foreignized city centers.

This means the supplanting of American ideals by lower European ideals in many of our cities. They are ignorant of our language and of our laws and customs; many of them are obliged to live in overcrowded tenements and under most unsanitary conditions. It is not a question of whether we want them or not. They are here and their numbers are increasing. Their families are large and they are to be the American citizens of the future. Unless we can assimilate, develop, train and make good citizens out of them, they are certain to make ignorant, suspicious and un-Americanized citizens out of us. Unless we Americanize them they will foreignize us.

On the other hand, every one of these boys and men has a soul to save, a life to live, and an influence to exert for good or for evil. Here is our opportunity and responsibility as an Association. Effort expended in their behalf shows that they are responsive when they discover that the Association has a genuine interest in them and is not after their money; that rapid progress and Americanization is possible with small effort; that the young people in the second generation furnish the field for the largest returns, as they quickly fit into the best of American life after they have once experienced it.

Over one hundred Associations are giving more or less attention to helping meet this great need. The entering wedge is the teaching of English—how to speak, read, write and do business in the English language. The method in most successful use is that of Dr. Peter Roberts of the International Committee, who is giving his entire attention to the subject.

Much of such work must naturally be done outside the Association building, in centers where these boys and men are employed or live, and by teachers who are filled with the love of Christ for their fellows though they speak another tongue, and where all is done in a way to command

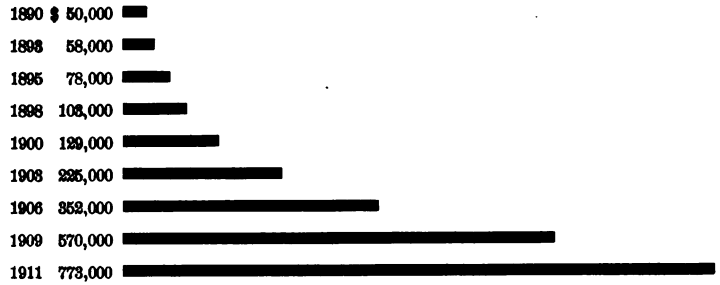
DAY MACHINE APPRENTICE SCHOOL—BRIDGEPORT, CONN.

WATCH MAKING SCHOOL—DETROIT, MICH.

ENGLISH FOR COMING AMERICANS—LORAIN, O.

their respect, win their confidence, and gradually to lead them to understand the best there is in American Christian civilization.

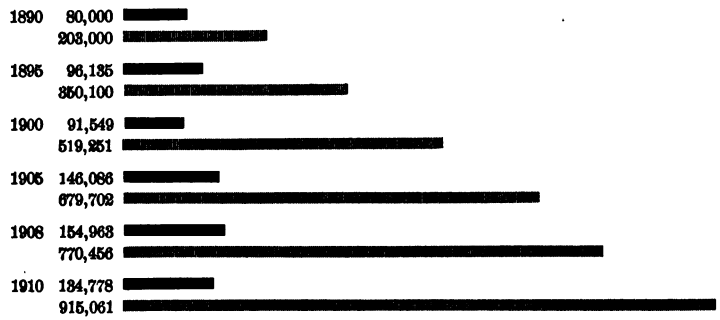
EXPENSE OF ASSOCIATION EDUCATIONAL WORK ASIDE FROM LIGHT, HEAT AND RENT



INTERNATIONAL EXAMINATIONS—ASSOCIATIONS PARTICIPATING

ATTENDANCE—COMMERCIAL AND BUSINESS, AND HIGH SCHOOLS

Black line—Students in Business and Commercial Schools.
Gray line—Students in High Schools (Public and Private).



VII. AMONG BOYS

1. In General

He develops boyhood best who observes the principles of successful boy life. Each effort should be prompted with the purposeful idea of contributing to the boy's preparation for life. Every phase of good Association work among boys is essentially educative. From twelve to eighteen is the most important period in the boy's life. In it he passes from childhood to manhood and largely fixes those habits and rules of conduct which control his later years.

Until fourteen he is considered a junior, and activities to be successful must naturally fit the adolescent or changing nature of the boy. While for his best good, and also for that of the nation, he should be in public school at least till sixteen or eighteen, yet the chances are seven to one that he is out of school at fourteen.

School boys are of similar interests, go in gangs, and, as a rule, are rather easily influenced. The Association's privileges, to be of largest service to these boys, will naturally be attractive and supplement those of the public school as avocational training supplements vocational training.

Working boys fourteen to eighteen differ widely in their interests, are much more independent in their thought and conduct, develop more of individual responsibility through burden bearing, and offer to the Association a rare and needy field of service. The training required depends on their vocation, on their objects, desires or ambitions in life.

Facilities will be adapted to meet needs of boys in offices, in stores, in shops and factories, in messenger service, in domestic and personal service, and also in irregular occupations. As a rule the boys are very largely unprepared for life's work. With but two to six years of schooling before the age of twelve, they are generally employed in jobs with

but little chance for advancement, are denied a healthful play life, their physical development is seldom natural, and their home life is often not as normal and uplifting as it should be.

The Association is not a competitor of the home or of the school, but supplements and strengthens both. The varieties of service among boys are much the same as those among men but with proper adaptations. When successfully conducted, educational privileges render effective service in broadening interests of boys, cultivating habits of obedience, creating proper ideals of Christian boyhood, and helping prepare them for more efficient living. Such facilities may be divided into the direct, as class work and allied phases; and the indirect, as talks, clubs, dramatics, exhibits, trips and the like.

a. Objects

Some of the many objects in promoting appropriate educational privileges among boys through the Associations, are as follows:

(1) To supplement the work of the public schools.

(2) To encourage boys to remain longer in school and thus more adequately prepare for their life work.

(3) To give ambitious working boys opportunities to fill in their educational gaps during, or after, working hours.

(4) To provide appropriate vocational training for working boys.

(5) To encourage, among all boys, profitable use of spare time.

(6) To help develop strong, trained citizens.

(7) To help mold intelligent Christian character.

b. Decline in public school attendance

The following facts from the official school reports of 58 typical cities, large and small, for 1910, will be disappointing

to many. They reveal the great need of continuation schools or their equivalent for boys. At ten years of age there are more boys in school than at any other age. These relative figures are based on the total number of boys ten years of age, considered as 100:

Age	Students in School
10	90
11	89
12	87
13	78
14	52
15	26
16	13

In other words, of 100 boys ten years of age 90 of them are enrolled in school; 12 of these have left before they are thirteen; 38 have left before they are fourteen; one-half of the remainder or 26 leave during the next year or before they are fifteen; one-half of the remainder again, or 13, leave during the next year or before they are sixteen. That is, after thirteen and before fifteen, 52 boys or 57 per cent of all the ten-year-old boys enrolled drop out. Just here in the closing years of the grammar grades and the first years of high school are the critical years when we need to exert greatest efforts to facilitate and encourage boys to stay in school.

The courses of study and facilities of the splendid public schools seem to fail to meet the enlarged needs and growing interests of the great majority of young people. The Association and all other supplementary educational facilities must help meet this need and thus strengthen and encourage the public schools.

2. Helping Keep Boys in School

A large part of our work is to encourage a condition of educational privileges which will attract boys to and hold

them in public school till sixteen or eighteen years of age. If such cannot be made attractive and thus hold them, then we must do as in some foreign nations, compel appropriate training. For reasons cited on pages 7-19, the Association should increasingly seek to help stem the flood of boys drifting out of school and into inefficient citizenship. To prevent an evil is preferable to attempting a cure later. Realizing this, Associations have cooperated faithfully and successfully with public school officers and teachers, parents and others in persuading boys to remain in school, complete their high school education or go to college.

a. Methods

Various methods have been used toward these ends, among them:

(1) In cooperation with grammar and high schools, special talks by local men or visitors on the value of an education, business and industrial occupations, professional vocations and similar topics.

(2) Similar talks in the Association, in boys' clubs, and in Sunday schools.

(3) Private consultations with teachers, parents or others by letter or personally.

(4) Interviews and chats with individual boys or small groups.

(5) Through clubs. A college club of high school boys, in which graduates of various colleges talk about college life, seldom fails to send several members away for advanced schooling.

b. Some effective means

In presenting the importance of schooling to boys it is desirable to emphasize the money value of education. Such economic facts as those under Value of Education, page 12,

and the following, should be presented vigorously to prove the importance of the boy remaining in school as long as possible in preference to taking a "job" at small pay.

(1) Ten dollars a day:

Average yearly income of the educated man . . .	$ 1,000
In 40 years he earns	40,000
Average yearly income of the uneducated man . .	450
In 40 years he earns	18,000

$40,000—$18,000=$22,000, the difference in earnings of educated and uneducated men=value of an education.

To obtain this education requires twelve years of schooling, nine months per year, or 2,160 days.

$22,000÷2,160=$10, the value of each day's schooling and training.

(2) Advantages of staying in school till eighteen:

THE WEEKLY WAGE OF BOYS LEAVING SCHOOL

At 14, the end of Grammar School	Age	At 18, the end of High School
$4.00	14	In school
5.00	16	In school
7.00	18	$10.00
9.50	20	15.00
11.00	22	20.00
12.00	24	24.00
13.00	25	30.00
Total Earnings to the End of the Twenty-fifth Year		
$5,700		$7,350

The increased annual income at the end of the 25th year, due to the value of 4 years in high school=($30—$13)×52 weeks=$884. This is equivalent to an investment of $17,680 at 5 per cent. Can a person permanently increase his capital as well or as fast in any other way?

PRODUCTIVE POWER AND WEEKLY WAGES

Unskilled Labor	Industrial or Trade School Trained Labor
22 years, $10.00	22 years, $17.00
32 years, 10.20	32 years, 25.00
Shop Trained Labor	**Technical School Trained Labor**
22 years, $13.50	22 years, $13.00
32 years, 15.80	32 years, 43.00

The oral and visual presentation of such facts and figures to boys, teachers, parents and others should help considerably in decreasing the number of boys leaving school too early in life.

Experience shows that one of the most effective and successful ways of helping to keep boys in school is for the Association to provide efficient training for boys who have dropped out of school. Such experience has proved a successful object lesson to public school authorities and helped them to so modify and improve the courses, programs and training as to challenge the respect and interest of boys as well as of the public. This has resulted in many thousands of boys staying in school from twelve to fourteen or sixteen, who formerly would have dropped out. The Association by its peculiar pioneer service is one of the strongest allies of the public school. Its practical service has thus aided the steady development of such vocational, industrial, and commercial training in public schools, and elsewhere, as will help meet more of the necessary detail training demanded of the present day. The following pages briefly describe the features of Association educational work among boys.

3. LOCATION, EQUIPMENT AND FURNISHING OF ROOMS

The time has passed when an Association boys' department has quarters inferior to those enjoyed by the senior membership. Poor location, unattractiveness and poor equipment give place in progressive Associations to choice

quarters, good equipment and attractiveness. The educational rooms, from 2 or 3 in small departments, to 20 or more in separate buildings for boys, should be contiguous, include an office, study room and library, reading room, club room, lecture room and class rooms for commercial, industrial, academic and shop work subjects.

Environment plays as important a part in the development of manhood as heredity. An Association, like the public school, should seek to make the boy's surroundings cater to his fullest growth. This is a part of the educative process which is fully as important as his books and teachers.

The boy learns to appreciate cleanliness in himself when this is characteristic of his surroundings; he learns to appreciate and care for good furnishings when they inspire his respect; he will cultivate orderliness when he observes it about him; he will act gentlemanly when he is surrounded with gentle influences; he will recognize the rights of others when those rights appeal to him as just; he will admire beauty and good taste and likewise cultivate the habit of seeking them when, by his surroundings, he is encouraged to do so. For these reasons the boys' rooms should be clean, light and orderly; should have good, substantial furniture; be decorated tastefully, suitably carpeted and supplied with attractive pictures and other articles of adornment which do not offend the eye, taste or judgment.

In order to cultivate a personal interest, to provide a sense of proprietorship and develop the idea of cooperation, many Associations encourage and assist the boy members in some of the work in finishing the Association rooms, building articles of furniture, weaving mats, choosing and framing pictures, decorating walls, making magazine covers, game boards and other necessary equipment. To make minor repairs will teach boys to be careful and avoid the need for repairs. This kind of work demands planning, initiative and possibly shop work in the crafts, which of

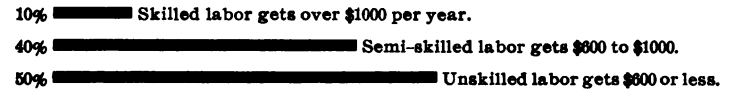
BOYS' GARDEN CLUB—LINCOLN, NEB.

ASSOCIATION FARM—SIOUX CITY, IA.

itself is very desirable as an educational feature. See added and detailed information on number of rooms and equipment, page 132.

YEARLY INCOMES OF WAGE-EARNERS IN UNITED STATES

From Nearing, "Wages in the United States."



Yet $900 is needed today to rear decently an ordinary workingman's family in most American cities, without appeal to charity or sacrificing the workers' standard of efficiency.

4. READING ROOM

a. Location

For boys the reading room is not necessarily a special room but may be in the general, social or assembly room. Boys prefer to read within sound and sight of their fellows. At least they do not avoid other activities while reading. Noise seems to intensify their application. Substantial equipment of chairs, tables and good light are sufficient for most purposes. Often, though not always, a separate reading room encourages disorderly conduct.

b. Reading matter

The selection of periodicals is important. The same magazines which are attractive to men are attractive to boys, though it is advisable to add a few special boys' periodicals. Lists may be secured from local libraries or from periodical bureaus. Magazines of outdoor life, invention, handicrafts, etc., are especially good. Cheap illustrated publications are not worth while.

c. Conduct

A certain amount of disorder may be allowed, but boys should be required to handle magazines carefully. Wilful

mutilation should be vigorously dealt with. Magazines should be bound in durable covers, which the boys often make themselves. To obtain most effective use of magazines, notices of timely or special articles may be posted or in other ways brought to the attention of boys. See suggestions, pages 39-40.

5. Library and Books

a. Importance of directed reading

The fundamental principle of effective library work among boys is directed reading. The boy is least fitted to choose the books which are desirable for him to read though his interests at various ages decidedly influence his reading. The experienced teacher, leader or expert in work with boys should be able to fit books to individual boys.

A boys' library is conducted most profitably when it supplements the boy's daily life. As the boy grows his interests change from those of boyhood to those of manhood. Thus it is that travel, adventure, invention, biography, love stories, outdoor books cater to the interests and needs of boys at various ages and in various occupations. For this reason a boys' library is fulfilling its function only partially when haphazard or wholly undirected reading is permitted. Efforts should also be made to encourage careful reading. The newspaper habit of reading is affecting boys as well as adults. They should be led to read slowly enough to absorb what they read.

b. Selection of books

To make directed reading effective one must have the necessary books. For this reason the choice of books for an Association boys' library is important. Carefully selected lists of boys' books have been compiled by various library experts and are usually available at city or state libraries.

Whether the library is large or small it should be well balanced, with a good representation of books of historical fiction, biography, travel and adventure. Cheap editions should be avoided, as they do not wear well. Payments for unusual damages or losses should be required. The Association library may be supplemented by loans of books from private, public or traveling libraries. The Association should seek to cooperate with public libraries and with school officials to make most effective use of existing facilities.

c. Equipment and location

The boys' library as yet often has no special room of its own, but is usually found in the large social room. The book cases should have a prominent place in the rooms and be open to any boy at any time upon request. Where there is constant supervision it is better for the cases to be open continually. Boys prefer not to be limited to the place where they can read; hence special library tables, save those used for magazines or other purposes, are not necessary. No special library equipment except the cases is needed. Provision should be made for good reading light by day or night.

d. Conduct and supervision

In many Associations where no special library supervision is provided either for men or boys, a special boys' library committee renders excellent help by supervising the loan of books. Boys should be encouraged to read much at home. The system generally followed in public libraries for the loan of books is applicable to Associations. A library committee of six members often arranges a program by which one member, during stipulated daily hours, will receive and distribute loans of books.

e. Additional suggestions

(1) Most effective stimulation of good reading may be secured by the secretary through personal chats and by loaning special books from his own desk.

(2) Book clubs of a semi-social character with cooperative reading and discussion of books have been successful. An enthusiastic leader is the secret of success.

(3) Book talks and readings around the fireplace or in any other attractive way arouse interest.

(4) Story-telling with suggestions where more can be read are helpful.

(5) Posted lists of new or emphasis on older books increase interest. See added library suggestions, page 41.

6. Practical Talks

a. Three principles

The suggestions beginning on page 46 may be followed in work with boys. Three things may be emphasized—informality of session, personality of the speaker, and demonstration. Talks should be short and informal; the speaker must grip the attention of the boys through a winning personality; the more visual demonstration or illustration of the subject discussed the better. The selection of the speaker is of far greater importance than that of the subject; consequently, the cooperation of the boys in securing speakers is desirable. Some group or committee may assume large responsibilities in the organization and conduct of talks.

b. Value and object

No feature in boys' work may be made more interesting and valuable than practical talks, for they may be as varied in number, character and helpfulness as the effort expended on them. Some topics are suggested on page 48. The sub-

jects which may be discussed are inexhaustible and those who may be secured as speakers are limited only in number and quality by the size and character of the local community.

To be most effective the talks should aim to supplement or strengthen other activities, such as clubs, tours, and class work. The supervision should seek to secure for the boys in each talk, definite information, new incentives for effort, stimulation of new interests and definite character building.

7. Clubs

a. Associated effort and Association principles

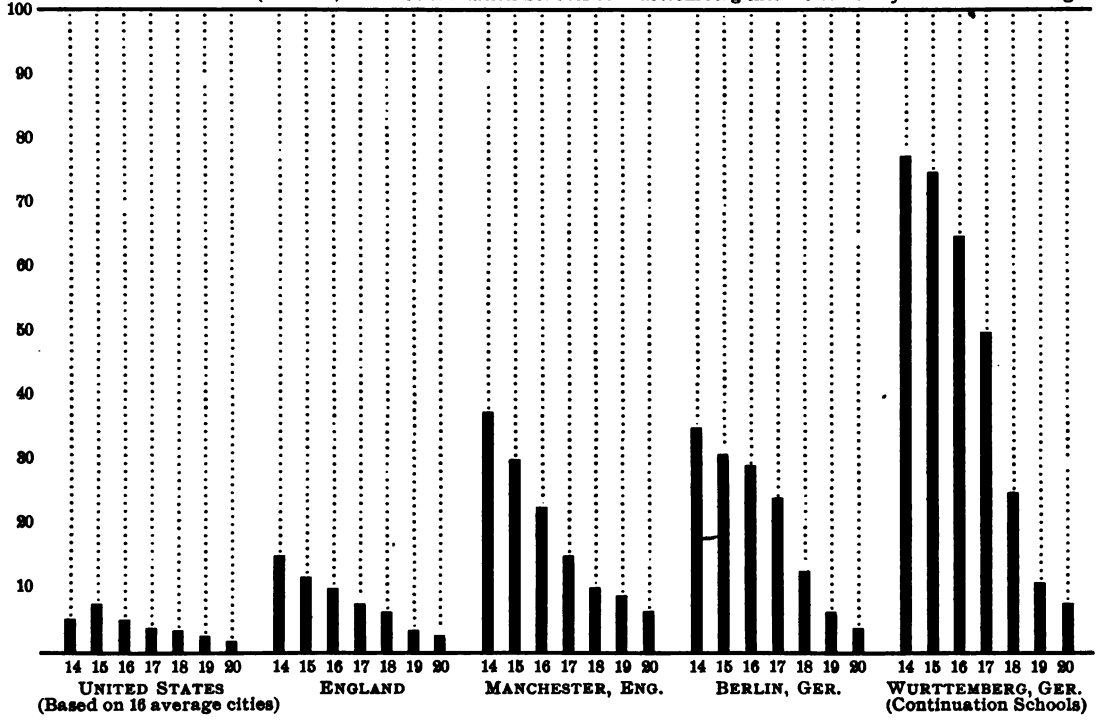
The most formal form of "Association" work among boys is club work. Cooperation is a distinguishing trait in adolescent boy life and cooperation is the soul of a club. The most effective results in every department of boys' work are obtained where the principles of club organization and conduct are partially or wholly observed. These principles may be found stated in various books on boy life, together with many suggestions on methods of work. A list of Association clubs and suggestions for their organization and conduct may be found beginning on page 54.

b. Importance of leadership

Leadership is the key to success in club work. The leader may "kill" his group. Thus it is of greatest importance that leaders be very carefully chosen. They must desire to help boys through avenues of natural interests, seek to breed a cooperative and friendly spirit within their group and be dominated by Association ideals of service. The wise leader among boys will not seek numbers so much as quality; yet he will endeavor to prevent a semblance of obnoxious exclusion which may be distasteful to others.

Per Cent of Boys (14 to 20) in Evening Schools

From Official Records (1907-1911). The Continuation Schools of Wurttemberg include some day work with evening



c. Organization

Among boys a certain amount of secrecy is desirable because of natural characteristics; initiation rites and secret ceremonies will often lend strength and interest. Club members among boys are generally elected. An Association should seek to identify each boy member with some club, at the same time making such restrictions that it is an honor for a boy to belong to such a group.

At least once a season, whether a month or twelve months in length, a club may well arrange for some public exhibition or demonstration of its work. Thus it increases the interest of its own members and attracts the attention of others. It is generally found that short-term are more successful with boys than long-term clubs. A boy's interests change rapidly and club work must keep pace with them. Frequently the same group of boys will, within one or two seasons, be interested successively in collecting, in sports and photography or other interests.

Further valuable suggestions may be found in various issues of *Association Boys,* or *American Youth.*

8. Class Work

a. Principles

A discussion of the variety, organization and conduct of definite class instruction among boys and men may be found beginning on page 62. While the variety of class work among boys is necessarily more limited than among men, the need of instruction in many subjects is fully recognized by all. Employed boys, as a group, are more in need of help than others; their instruction should closely supplement their daily tasks, either by fitting them for better service or by preparing them for some other more desirable vocation.

The following principles are important:

(1) Instruction for school boys may either directly supplement their school work or indirectly train them in special vocations or general culture.

(2) Wage-earning boys should receive special training, not according to their ability to pay, but on the basis of their needs.

(3) Class work in which individual instruction is prominent should be vigorous and stimulating, utilizing natural interests as points of departure from which to work.

(4) Much attention should be given to selection, encouragement and assistance of teachers. The personality of the teacher and his ability to inspire respect and effort is fundamental.

(5) In class work for working boys it is desirable to enlist the cooperative interest of employers and business men. Part time cooperative schools for apprentices and boy workers in various occupations may be conducted with profit to boys, employers and the Association. See section on Continuation Schools, page 212.

b. Working boys' school (group course)

The steady stream of boys leaving school, fifty per cent of them with no more than five or six years of schooling, is flooding the country with inefficient workers and mediocre citizens. They have scarcely laid elementary foundations of training for life before they leave school. While specialized vocational training is much needed, large numbers of boys in every community must lay foundations in elementary subjects before they can hope to fit themselves for more advanced training and for specialized vocations.

The working boys' school, organized on the group course plan and conducted much like the old-fashioned country school, is rendering excellent service. The following program, adapted to two-hour sessions twice per week, which

BUILDING TRADES APPRENTICES—CHICAGO, ILL.

SHEET METAL APPRENTICE SCHOOL—PHILADELPHIA, PA.

has proved successful for one teacher with fifteen or twenty boys, may with modifications be made to suit any local conditions:

7.30—7.45. Opening exercises, experimental science, current topics and practical talks, hygiene, etc.
7.45—8.15. Practical arithmetic.
8.15—8.45. Penmanship, English, English composition, business forms and correspondence.
8.45—9.00. Reading and spelling.
9.00—9.30. Geography, civics and history, with occasional drawing.
9.30. Individual help.

If a light supper is furnished at cost the boys may come direct from work to the Association, eat together and finish school duties earlier. In large schools boys are wisely grouped according to occupations. Best results are seen where proper emphasis is given to physical development and character building. Occasional tests and final examinations, preferably including the International examinations, are desirable.

Salaries adequate to secure best obtainable instructors should be paid. Tuition fees should be as low as possible and should not be expected to pay the entire expenses of advertising, supervision, teaching and incidentals, but simply approximate the teachers' salaries. Where special vocation classes yield a margin of profit, this may be applied to the deficit contracted in the boys' and other classes in fundamental subjects. Public spirited citizens may be enlisted to assist the boys' school and definite budget appropriations may be legitimately made in case of deficit. Every Association with fifty or more working boys should endeavor to conduct such a course or provide other facilities by which this group may secure supplemental schooling. Where there are excellent public evening schools the Association should seek to cooperate in securing the attendance of their members.

Special pamphlets or additional information on the organization, conduct, supervision and detailed courses, topics and programs for the working school may be secured on application.

c. Boys' summer school

This feature offers the backward boy—because of sickness, temperament or retarded development—a chance to make up deficiencies; it gives those boys who, through unavoidable reasons, have fallen behind in their work, a chance to make up lost time; it also provides an opportunity for the ambitious boy to get ahead in his schooling. For the normal boy who cannot be classed among the above the school provides a place in which to profitably spend a certain amount of time each day during his vacation.

Several good reasons lead to the conduct of these schools which have rapidly increased in number and attendance:

(1) An opportunity to help many boys in the community who need help.

(2) Encouraging the profitable use of a portion of vacation time.

(3) Identification of the Association with local needs and interests.

(4) Employment of the time of regular Association day teachers in larger cities where classes are held during the summer time.

(5) Desire to assist parents and educationally supplement the work of public schools.

The summer school has proved effective in these ways and school teachers, principals and other school authorities, parents, Association secretaries and the boys themselves all agree that the summer school is effective and desirable.

The daily program five days per week for eight or ten weeks is usually as follows, with modifications to suit local conditions:

8.30— 8.45. Opening exercises with short scripture reading and remarks; if possible a short practical talk or simple scientific demonstration.
8.45—10.20. Study and recitation.
10.20—10.35. Recess, games, exercise.
10.35—12.00. Study and recitation.
12.00—12.30. Gymnasium or pool.

One or two afternoons a week are usually devoted to outdoor sports, hikes or trips under supervision. At the conclusion of the season a picnic or similar event leaves pleasant recollections of the summer's work.

The school is open to any boy in the community who is acceptable and fees of from $8 to $12 are generally sufficient to cover all expenses. Close cooperation between the Association and the public schools in planning courses, books, teachers, final tests, is often desirable. Instruction may be provided in subjects for all grammar grades with supplemental classes and individual teaching for high school boys. Special printed circulars and other information may be secured upon request.

Associations find the boys' summer school one of the effective ways to enlist the interest of parents, school authorities and the public at large. Boys' secretaries generally find that such schools offer unusual opportunities for intensive Association work during the time of the year which otherwise offers smaller opportunities for general Association work than other months. The enrolment of many non-Association boys and the proper conduct of the school universally results in an increased membership.

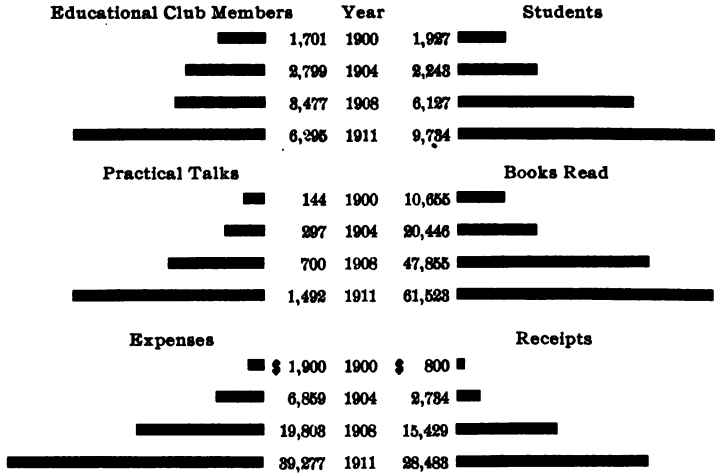
d. Supplemental subjects

Class instruction, however, is not limited to the two kinds of special schools mentioned. Efforts should be made to enroll boys in the usual educational classes conducted by every progressive Association. At least eighty per cent of the employed boy membership may be expected to be en-

gaged in some definite form of training in evening classes. For this fees should be charged, though arranged so they will be proportionally lower than those charged to adults. Special facilities, such as partial payment plans, loan funds or special scholarships may wisely be provided. Definite instruction, recognized as class work, may be arranged in any subject in which there is sufficient demand and registration. Many classes may be organized in the subjects mentioned under practical talks, club work, shop work, agriculture, etc. For definitions of "class work" the reader may refer to page 61.

EDUCATIONAL WORK AMONG BOYS

ABOUT NINETY PER CENT OF THE BOYS HAVE NO MORE THAN SIX YEARS' OF PUBLIC SCHOOLING



9. SHOP WORK

a. Need

Most boys like to be busy with their hands and thus they combine play and work. They also generally enjoy con-

structing a useful product of definite value. Many boys, especially in cities, have few opportunities for handling tools, working at the bench or cultivating habits of observation, estimate, measurement and ingenuity. Very few homes are equipped with tools, benches and material or offer proper incentives for this kind of work. Public schools often provide a certain kind and amount of shop work and manual training, but generally the individual boy has small opportunity to indulge his fancy in this direction even if his interest is aroused. In cities with excellent shop training in the schools the Association has found more than usual interest in and desire for even more shop work after school hours.

b. Equipment

To meet the needs and develop latent ability, progressive Associations are adding simple work shops to their equipment, providing benches, a few of the principal tools and occasionally some stock which the boys may pay for as used. Frequently boys furnish their own materials.

c. Kind and variety of work

Shop work should be made to appeal to both working and school boys. For the former it should have an economic aspect of value; for the latter it should offer an opportunity for manual work in which the boy can develop interests which his school or daily life incite. For these reasons shop work may be of considerable variety—Carpentry and joinery; cabinet-making; bent or hammered and metal work; rug weaving; sign painting and card lettering; electrical experiments, telegraphy, telephony and wiring; clay modeling; aëroplane construction; gas engines; photography accompanied by dark room work; printing and various other crafts.

d. Methods

Experience proves that both younger and older boys will take advantage of such facilities. Where possible, it is advisable to provide separate work rooms for each group. Generally, boys will choose their own tasks and they will prefer to work cooperatively; there is stimulation in numbers. As much supervision should be provided as needed and occasional instruction, either volunteer or paid service. An hour or more of instruction per week will frequently suffice.

For carpentry and other work requiring dimensions and estimates, each boy should be required to make sketches, drawings and material estimates before proceeding to actual work. He should be taught how to put and keep his tools in proper condition. When lockers are provided each boy may supplement the Association outfit by special tools of his own.

Shop products by having an economic value should prove to each boy the value and dignity of manual labor. He should be encouraged to make things for his home, his own room, or for the Association—tables, chairs, shelves, game boards, or other equipment. Many minor repairs about the Association rooms can also be made by the boys. A minimum amount of effort should be expended for them; boys should be encouraged to do things for themselves. Much preparatory work in the construction of camp-kits, boxes, boats and other camp equipment may be done during the months preceding camp. Permanent Association camp sites with permanent buildings are generally equipped with facilities for shop work.

e. Supplement use of shops

Occasionally the boys' shops may be used informally at stipulated times by adult Association members or students or for definite vocational or semi-trade instruction. Some

Associations have conducted regular night shop classes for certain groups of working boys and Saturday morning classes for school boys, charging therefor a fee sufficient to pay cost of instruction and incidental expense. Much of the equipment may be secured from local business firms or interested individuals or made by those enjoying the shop facilities. Occasionally, an Association not having shop equipment may secure the use of a public school shop or other public or private facilities. Fundamentally, this work should be made definitely educational in developing taste for and ability in manual arts, an appreciation of values in hand work and an ability to conceive, design and create definite valuable products in the handicrafts.

10. Educational Trips

Local places of interest, as factories, banks, post offices, telephone exchanges, power plants, etc., are not the only available points for visitation. Every outdoor hike may be arranged to have an educational object. Some Associations conduct annual excursions to cities or other points of special interest, such trips requiring several days and involving considerable expense.

The local educational trip, however, is informal in character. There should be careful planning, capable leadership and conservation of results in the way of reading, club work, or special talks. Written reports are valuable and often are used by newspapers in reporting Association activities, and when sent to the concern visited they also pave the way for future visits or other assistance. Further details and suggestions may be found on page 49.

11. Educational Program in Camp

a. Opportunity

As the child today is often trained and schooled by wisely directed play, so also the boy finds in his periods of relaxa-

tion the opportunity for development through recreational education, or educational recreation. In other words, every summer camp under the Association auspices for best results should have a definite educational program in connection with its religious, physical, social and play activities.

A few years ago such work was almost entirely lacking. Today no thoroughly up to date camp, large or small, high-priced or low-priced, long-time or short-time, is without definite educational activities. In many camps the most painstaking preparation is made to secure best results. Experience shows that camp life offers many opportunities for character building in its most complete sense. Haphazard efforts will yield disappointing results. Each camp, therefore, should have one or more persons, either with or without pay, engaged to promote and supervise a definite program of such activities. Much of the regular Boy Scout work is directly applicable.

b. Variety of work

The following subjects may be covered in an interesting and elementary way by talks, simple demonstrations, collections, tramps, directed reading and clubs.

(1) Nature study. Rocks and minerals; physical geography, land and water configuration; birds; insects; wild and domestic animals; plants, trees, flowers, shrubs; weather phenomena, stars.

(2) First aid to the injured. The elementary course with examinations, including International Red Cross certificates, is specially adapted for camps. (Address this department for information.)

(3) Handcraft. Furniture, souvenirs, knick-knacks, traps, masonry, rough carpentry and shop work.

(4) Codes and signals. Morse code, wig-wagging, flash signals, semaphore.

Students' Informal
Architectural Drawing

Business Correspondence
Mechanical Drawing

LOUISVILLE, KY.

(5) Woodcraft. Use of compass, tracking, distance, direction and time calculations.

(6) Nautics. Science and art, as well as practice, of rowing, sailing and boat manœuvering; knotting and splicing, boat and raft building, life saving and swimming.

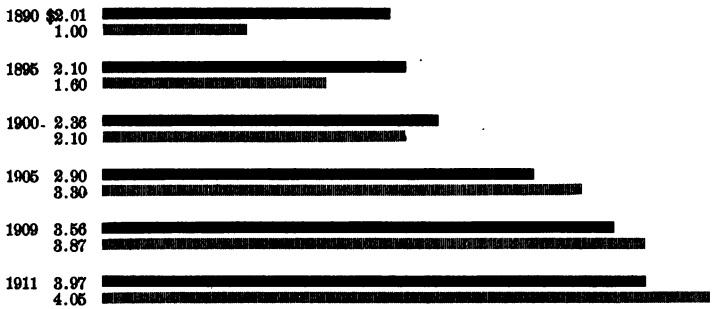
(7) Agriculture. Either at camp, as in long-term camps where vegetables are raised, or in cooperation with neighboring farms, some forms of agricultural training for city boys would be very desirable. Soils, rotation of crops, gardening.

(8) Miscellaneous. Cookery, photography, surveying, recreation, inspirational and cultural reading.

A COMPARISON

Black Line—Cost of Education per Student per Month in Public School—Free to Students.

Gray Line—Cost of Education per Student per Month in Y. M. C. A.—Paid (largely) by Students.



(9) Camp school for school boys. Class instruction with individual tutoring on a business basis with tuition fees, and provided at regular hours daily. This work is similar to the boys' summer schools in July and August—explained separately—but conducted at a camp instead of in the Association building. It is conducted for either the ambitious or the backward boys. Every large, long-term camp may

well arrange for such feature. If a regular class is not possible there is usually need and opportunity for individual tutoring. One or more of the camp leaders may wisely be chosen for this work, for which special fees may be charged.

The above program is suggestive, not exhaustive. The season, place, character and leadership of the camp will largely determine the kind of work which can be done. A fundamental principle to be observed in conducting vacation camps is found in the fact that "play" is essential for complete development of the boy, and that in directed play and play with an educational content one finds the normal way of training the boy during his vacation time.

12. Training in Agricultural and Allied Subjects

a. Conditions and opportunities

The rapid increase in city life and the growing importance of intensive agriculture in order to provide a food supply for a growing city population, is effecting a demand today among men and boys for training in this field of labor. Furthermore, the application of scientific principles and methods in agriculture is increasing the interest therein and making special study necessary. Already the effect of agricultural training in rural districts is seen in the decrease of the number of boys leaving the farms in some sections, and in the return countryward of city men.

In its desire to serve men and boys in the country and small towns Associations have most effectively promoted or conducted clubs, talks, classes, institutes, experimental work and intensive study in grain growing, fruit culture, animal husbandry, poultry raising and allied subjects. Most of the participants have been boys or young men. In cities and industrial centers Associations also have promoted or conducted successful classes, clubs, talks and experimental work in similar subjects.

b. Program

The following schedule of features is or may be followed wholly or in part:

(1) Lectures and talks, preferably illustrated by stereopticon or exhibits, given by local talent or experts from the state agricultural college or government experiment stations. Fees may or may not be charged.

(2) Promotion of reading on topics suggested by lectures or talks. There may be cooperation with the public or traveling libraries.

(3) Club work of a cooperative character in which there may be more or less discussion, study, experiment and instruction.

(4) Class work involving paid instruction and tuition fees.

(5) Experimental work either in the Association building, at the homes of boys, or elsewhere where ground or necessary equipment is available.

(6) Visits of inspection and study to farms, gardens, nurseries, dairies, poultry plants, aviaries, experimental stations, schools and demonstration centers.

(7) Practice work by individuals or groups in corn growing, poultry raising, fruit culture, grain and animal judging, gardening.

(8) Contests and exhibits of various products. Ribbons of merit may be awarded as prizes. Money prizes are undesirable. Such exhibits or contests may be held in the Association building or in a private or public hall or other convenient place.

c. Purpose

The results of such work, in which many Associations have been very successful, are found in an increased interest in these vocations among boys; a realization by them of the dignity, usefulness and requirements of specialized agri-

cultural labor; an adequate knowledge of the value of agricultural products and an appreciation of the vocational opportunities along these lines. Much spare time is also utilized profitably; parents are encouraged to cooperate more closely in boy life and the community as a whole reaps the benefit of better trained citizenship and an increased productiveness of its natural resources. Such work is not necessarily limited to Association members; on the contrary, it may be promoted on the community basis and thus demonstrate the Association's desire to help the boys of the whole community.

13. Dramatics

a. Definition and purpose

Expression is the soul of the drama; likewise it is a dominating trait of the adolescent boy. The intelligent cultivation of imagination, initiation, appreciation of good, wholesome Christian character and expression of action are desirable in the boy growing into manhood. His reading, play and friendships contain the same elements which appear in the dramatic delineation of character and events. That the theatrical drama has often been perverted or lowered in standards does not make it a less effective agency, when properly used, in the development of strong character, high ideals and effective Christian citizenship.

A few Associations and many schools have used the drama effectively, but an extension of valuable training found therein is largely limited by the present dearth of attractive, effective or desirable material. Much of it in published form is either cheap comedy or farce and written chiefly for mixed castes. A few attempts with varying success have been made to dramatize books or stories. A field of effort for good amateurs or professional play writers is apparent.

b. Subjects

Many outdoor or nature plays have been given in summer camps, natural surroundings offering splendid settings for such plays. Several Bible stories have been semi-dramatized and published in booklet form by the Pilgrim Press of Boston. Minstrel shows and farce are frequently given by Association boys. With proper leadership, experience proves that they will work enthusiastically along more dignified and purposeful lines. Some topics suggested by various leaders for dramatization are: The Honor of the School; The Capture of Andre; The Story of the Other Wise Man; Rip Van Winkle; A Man's Vote—Not for sale; The Crisis. These and the dramatization of other ideas, stories or books, should preferably be condensed into one-act plays. Short comedies of a semi-serious or a semi-farce character are effective in stimulating interest and developing histrionic ability. Clean fun is desirable and breeds standards which will not permit the enjoyment of cheap, tawdry or suggestive theatrical performances.

14. Exhibits and Expositions

a. Definition and purpose

Based upon the fact that every boy has one or more absorbing interests, and following out the principle that, ordinarily, he is glad to display his possessions, exhibit the results of his handicraft or demonstrate his special abilities, the exposition or fair has been found a valuable and successful educational feature. Organized and promoted, largely by a special group of boys within the Association, the exposition is open to Association boys or to all boys in the community. This feature should be aimed to train boys in administration and responsibility, rouse and create new interests, demonstrate in the community the life and value of its boy-

hood, increase the interest of adults in boy life and give an outlet for natural tendencies and activities of exhibitors.

The following list suggests some of the possible entries: carpentry products; furniture; aëroplane models; wire and wireless telegraphy outfits; wig-wagging and signal outfits; electric appliances; beaten and bent metal; weaving; drawing; painting; modeling; penmanship; arts and crafts; agricultural products; pets; birds; poultry; animals; cabinet work; forging; cookery; collections of stamps, geological specimens, birds, eggs, pictures; mechanical appliances; experiments; photography; essay writing, etc. In addition, contests in oratory, music, gymnastics, debate, stenography, first aid, signaling, scouting, telegraphy, etc., may be arranged. As special attractions on special dates, extra demonstrations or exhibits by business firms and scientific business or trade experts may be provided.

b. Organization and conduct

In arranging these fairs or expositions much time, in cooperation with various boys' committees, should be devoted to details. The fair should be well advertised sufficiently in advance of the date to insure hearty participation. The exposition may last for several days and may be in the Association lobby, parlors or hall. Small admission fees may be charged adults to defray incidental expenses. Ribbon or medal (no cash) prizes should be offered to participants in the several classes of entries. The cooperation of schools, churches, clubs, parents and newspapers should be enlisted. Special programs may be arranged for stipulated dates, thus following the general plan of the county fair. In many places the boys' department can wisely cooperate with county fair officials in making this institution a greater agent for good in the community, along those lines originally followed, through the effective display of and competition in products of the home, factory and farm.

15. The Educational Value of Leadership

Perhaps the most effective way of developing initiative and responsibility in the boy—two fundamentals of strong, virile character—is to provide tasks demanding these qualities. The most effective Association secretary or leader is he who enlists others in effort. Boys who are continually served do not learn how to serve; only by practice can the ability of rendering service or effective work for self or others be developed. Consequently, the progressive Association seeks to bring many different tasks and many different boys together, generally fitting the task to the boy rather than the boy to the task. Each task thus assigned should not be larger than the boy, in respect both to his ability and available time, but should have a content requiring concentrated effort. Occasionally, for the sake of training, a boy may be allowed to fail in his task; he should, however, always be encouraged and helped, if necessary, to succeed.

Experience proves that those Associations, including their boys' departments, are the strongest which have the largest proportion of the membership engaged in some specific task or form of service at least once during the season. The boy or man should learn that he is an efficient citizen only when he can lift more than his own weight.

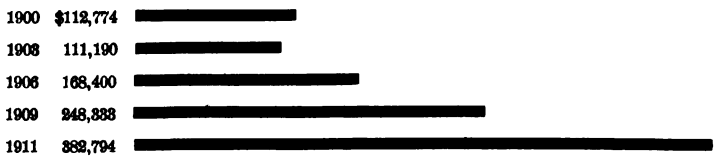
Many tasks may be provided for older boys, such as leading Bible classes and clubs; rendering committee and cabinet service; organizing and conducting practical talks; teaching English to foreigners; investigating and reporting on the social, economic and other conditions of boyhood life; supervising library, work room or shop; performing office duty and many other services connected with Association work. When responsibility for a task has been given to a boy he should be expected to carry his task to a conclusion even though he fails. In this case he should

be led to understand why he has failed and should be encouraged to remedy the defect in succeeding tasks. This is as much a part of his training for life as his school studies.

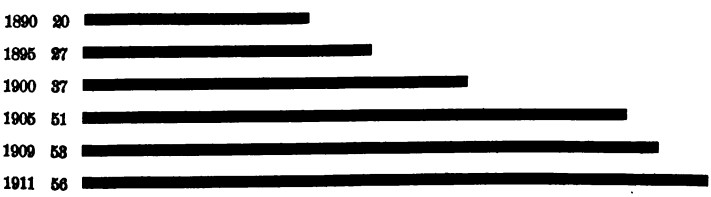
In order to develop the sense of responsibility necessary to effective American citizenship various boys' departments are organized on a self-government plan. The boys' secretary should be less a policeman and more an adviser, encouraging boys to assume responsibilities as to conduct and discipline. This is valuable civic training in habits of self and community control. Furthermore, the self-government plan followed either partially or wholly gives the boy a practical opportunity of understanding and appreciating the various functions of public officials.

In thus providing tasks for each and every boy suitable to his ability and graded according to his development the Association, in an informal way, provides that kind of supplemental training necessary in the development of efficient Christian manhood.

AMOUNT PAID TO TEACHERS OF ASSOCIATION EDUCATIONAL CLASSES



RECITATION HOURS PER SUBJECT PER STUDENT PER SEASON



REAL ESTATE—WEST SIDE BRANCH, NEW YORK CITY

MACHINE SHOP IN ASSOCIATION BUILDING—DAYTON, O.

CHEMISTRY OF LAUNDERING—TWENTY-THIRD STREET BRANCH, NEW YORK CITY

VIII. VOCATIONAL TRAINING

1. Industrial Education

a. Association experience

A few years ago, when Associations began to plan and conduct work to meet the particular needs of industrial workers, it was not wholly realized, even by many of the leaders, that foundations were being laid for one of the Association's largest contributions to educational progress. Today we are beginning to see the fruits of a long period of development in multiplied industrial, technical and trade courses, and in the organization of apprentice and other forms of vocational training to meet specific needs. Most of this work is done with the help and cooperation of manufacturers, labor organizations and business men who give it financial and moral support. In this matter the North American Associations are pursuing practically the policy that numbers of men and organizations outside the Associations in Europe have profitably followed in building up the magnificent industrial educational systems of those countries.

b. The next decade

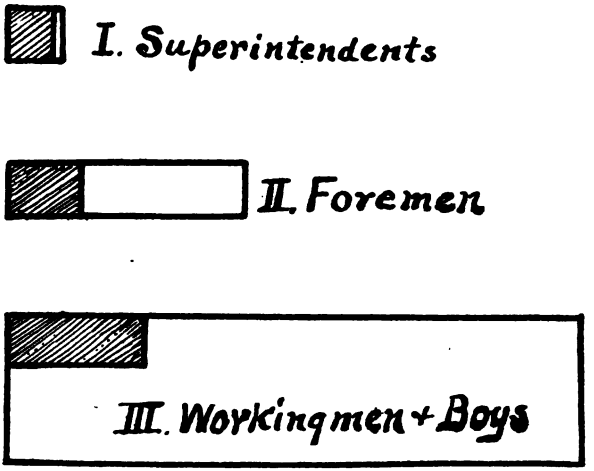
Each year for the past decade the North American Associations have increased this form of service in various kinds of continuation schools, apprentice schools and other forms of effort both day and night, and with closer relations to men and employers than ever before. The Association is thus proving that the vocation and the school must and can get together, either in the shop, in the store, in the corporation office, in the industry, or in the Association building. The next decade will see many thousands of employed boys and men being granted one full day, or two half days, in

every week for the purpose of receiving that kind of appropriate instruction and training either in their place of employment or elsewhere, which will increase their ability as men and citizens, and also their efficiency as producers.

VOCATIONAL TRAINING

Needs in North America

"Three-fourths of the superintendents, department heads and technical experts in high grade textile and manufacturing plants of North America are trained outside of America."—Industrial Commission.



Areas relatively show estimated number of North American

I. Superintendents, general managers, and those in high grade supervision.
II. Foremen, assistant managers, technical experts, master workmen with leadership ability.
III. Journeymen, working men and boys.

Shaded portions relatively show existing training facilities

I. Universities, technical and professional schools of highest grade.
II. Technical, trade and other secondary training schools.
III. Vocation, continuation, apprentice and other schools.

c. Conduct of industrial schools

Experience shows that the inevitable tendency of industrial schools is to become theoretical rather than practical. The ordinary teacher has difficulty in working out these

industrial problems successfully. His theoretical inclinations must be checked and he must be encouraged in the practical application of his instruction. This problem is met through the use of local committees of business men, manufacturers and workmen who helpfully influence the best courses and results. They naturally look after their own interests and help the industry in which they are engaged. On the other hand, if the domination of these schools is wholly in the hands of a merely practical man, there is a similar danger of the other extreme, which should be avoided. Judging from experience, it is far better to have the management of the school in the hands of both the employers and the employees, through the auspices of a neutral body as the Association, than in the hands of the employers alone where there is a tendency to make the work commercial; or in the hands of the employees alone, where there is a temptation to get quick results rather than to build deep foundations.

d. Teacher training

Before we began to train teachers especially for this kind of work the results obtained were poor. The use of teachers from the ordinary public schools did not seem satisfactory. It was easy to get teachers of manual training with pedagogical ideas, but it was hard to secure practical workers who could do practical things pedagogically and successfully. The practical worker is not always a good teacher. Teachers trained for this work receive higher salaries than other teachers. Many of them are really artists in their service. Emphasis is being given in this direction of training. A theoretical or unfit teacher has a hard time of it under the sharp eyes of successful and efficient business men actively serving on educational and advisory committees.

In Germany, Switzerland and many other nations, special

inducements have been held out for good teachers in large numbers of schools. Private rooms have been furnished the teachers in such schools, where they can carry on research in the line of their teaching, design new patterns in fabrics, pursue experimental work in the arts and crafts, in science, or where they can manufacture beautiful wares and industrial patterns for themselves. Indeed, many successful teachers in these schools have a studio of their own in the building. Recently state schools for teachers in industrial instruction have been founded where men are specially trained. The Germans realize that after all it is the trained personality that does everything. It is not the equipment, but the person. It is not the building, but the human being who makes the things; and the human element in this, means success in Germany, even if the greater equipment and investment did not exist.

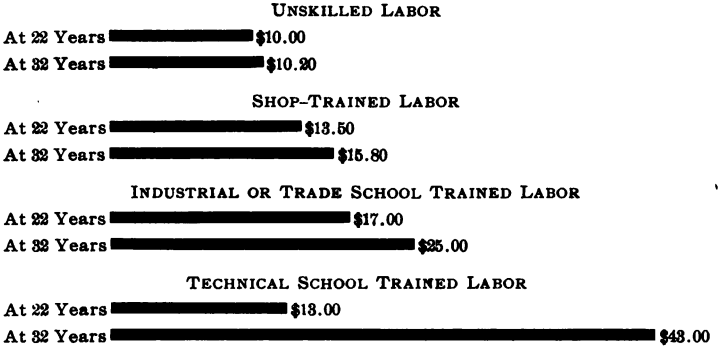
2. German Continuation Schools

a. Attendance required

The German continuation school is one of the most successful forms of educational training, consistent with the time and money involved, for improving a large portion of the 80 or 90 per cent of boys and men who never go farther than the grammar grades. The continuation school is made possible by the fact that practically every one is compelled to go to school until he is fourteen. For the next four years, in Germany, the boy is compelled to go to school a certain portion of his time. This averages about one day per week. The time, whether one full day or two half days, and whether morning or afternoon, depends upon the place, the trade, the vocation and the circumstances. The fact remains, however, that the boy must go to school. There is no getting around it. In many of these schools the boys attend from 7 a.m. until 6 p.m. The school day and school

hour are exactly the same as the working day and working hour, and the student receives his pay for going to school the same as he does while at work. In other words, these continuation schools are on the employers' time.

VALUE OF INDUSTRIAL EDUCATION*
(Measured in Weekly Wages)
PRODUCING POWER OF LABOR AT 22 AND 32 YEARS



*Based on estimates made by James M. Dodge, when President of the Society of American Mechanical Engineers.

b. An example

This is the way the Germans have replaced the old apprentice system. Often these schools are nothing but apprentice schools. For example, the jewelry apprentice begins work at 14. On one day of the week he has to go to school. In that school he will have one hour of German, one hour of freehand drawing, one hour of plastic design, one hour of geography, one hour of Bible study and religious work and the balance of time in those particular technical and work shop processes that bear directly upon his increased training in the jewelry business. If the boy is a merchant's clerk, he will be given a corresponding course in a merchants' continuation school, which will teach him how to buy and sell,

how to do the bookkeeping and to understand the general features of a thorough commercial course. The technical training is applied directly to the business in which he finds himself and which perhaps in his own town is a specialty. The language, history, Bible, civics and kindred subjects are to develop him into noble manhood and efficient citizenship.

c. The law

There are more than 170 different kinds of these special forms of continuation schools and the number is steadily increasing. Continuation classes are held in most cases so that in the industrial school, where boys and men attend from two to four years to learn trades, there are also many boys coming in every day of the week from different manufacturing establishments. Evening classes also are held, but if the boy attends an evening class his employer is obliged to allow him a certain number of hours each day away from his work on employer's time, so that the total number of hours for evening school plus those for day work is not greater than one day's work. This is also the law in Scotland, and in some portions of Belgium, Holland, Switzerland, England and France, as well as in Germany. Classes are small and what we call individual instruction—there called the task-system—is the rule, so that one boy in the class may be doing very elementary work while another in the same class may be finishing the higher task given by the teacher. The following abstract from the Imperial German Law of 1891, concerning the establishment and attendance at continuation schools, will be of increasing importance on this continent:

"Sec. 120. The masters in any branch of industry are bound hereby, in the case of their workers under the age of 18 who attend an institution recognized by the authorities of their district or their state as a continuation school, to allow them the time fixed as necessary for such institution by the authorities. . . . . Through the

ordinance of a district council or any wider communal body, attendance at a continuation school may be made obligatory for all male workers under the age of 18. In the same way proper regulations may be made to secure the execution of such an ordinance. In particular, regulations may be passed to insure regular attendance and to determine the duties of parents or employers in this respect, and notices may be issued by which organizations in the continuation school and a proper relation of the scholars to it may be assured. From the compulsory attendance based on such an ordinance are exempted only those persons who attend another continuation or technical school, provided that the instruction given in such school be recognized by the higher authorities as a complete equivalent for that given in the general continuation school.

"Sec. 150. A breach of section 120 of this law is punishable by a fine of not exceeding 20 marks, or, in case of non-payment of such fine, by imprisonment for a term not exceeding three days."

From the best experiences of continuation schools in Europe—now gradually being introduced into England, and receiving much favor in North America—the information below is gathered and is self-explanatory. It involves only a few of the many vocations already provided with similar courses and requirements in training. To an increasing degree the Associations of this country will be developing and encouraging the equivalent of these schools in cooperation with local interests:

d. Continuation schools in daytime—Europe

Continuation, apprentice or industrial schools for employed boys 14 to 21 years of age; conducted in the daytime on company time for from 8 to 10 hours per week—(two half days of 4 to 5 hours).

(1) Simpler vocations	Hours per week	Years in Course
Plumbing, fitting, turning	9	3
Stone work, brick work	8	3
Harness, trunks, leather work	9	3
Locksmith	9	3
Carpenter and joiner, cabinet maker	9	3

(2) More difficult vocations	Hours per week	Years in course
Watch maker	9	4
Bookbinder, typesetter, printer	9	4
Lithographer	9	4
Machinist (iron turner, molder, boiler maker, pattern maker, machine blacksmith)	10	4
Mechanicians (electrical, light machinery, optician, etc.)	13	4
Photographer, zinc plate work	10	3
Metal caster, molder, grinder, modeler	8	4
Decorator and ornamental work	9	4

e. Yearly program—day continuation school

From the best experience of schools in Germany and Switzerland, the following, with hours per week in each subject, is given as the course of study for machinist apprentices 15 to 21 years of age, one full day 9 hours per week or two half days of five hours each:

	1 Year	2 Year	3 Year	4 Year
Bible study or religious work	1	1	1	1
Business English, reading, spelling and writing	1	1	1	–
Citizenship, history, conduct	1	1	1	1
Shop mathematics, bookkeeping, accounts	2	1	1	1
Mechanical drawing, sketching	3	3	3	2
Mechanics, physics, laws of power	1	2	1	1
Machinery and appliances	–	–	1	2
Materials, shop work processes	–	–	1	2
	9	9	10	10

3. Apprentice Schools

a. In public schools

From the wealth of experience in Germany, Switzerland, Belgium, France and other nations, North American leaders see the opportunity to adapt some of the foreign methods

and policies to meet our needs. Springfield, Mass., in 1900, was one of the first city public school systems, under Dr. T. M. Balliet as superintendent, to introduce the conduct of evening trade schools at public expense. Cincinnati University was one of the first of our universities, in 1904, to correlate the practical training of engineering students with the actual shop work in the plant—half time in school and half time in the shop. The Cincinnati public school system now conducts a general apprentice school, in day time and on the employer's time, whereby it affords the machinists' apprentices with the equivalent of one school day each week in appropriate school training.

b. In the Association

The Young Men's Christian Association, ever true to its purpose of helping men and boys to help themselves, has also had a part in the promotion of apprentice school work. By apprentice schools we mean those definite courses, extending from two to five years, involving the particular forms of training which are necessary for boys and men in relation to their positions. Association efforts in this direction began with the conduct of such facilities, with the cooperation of employers and outside of company time, in the evening. Gradually such work has been transferred to the daytime and placed on employer's time. The Association has organized several kinds of these schools as follows:

(1) General, including boys from many employers. Conducted in evening, four to six hours per week; outside of company time; for boys or men or both; a general course of one to four years; conducted outside of the plant, as in the Association; receiving no company support; students paying small or large tuition fees. Of these there are a large number and much good is being done. In proportion as the work of these schools is systematized and graded,

and work made more individual, greater results will be seen. The aggressive Association Institutes are types.

(2) Special, as with a single company. Conducted partly in the evening and partly during the day; six to eight hours per week; partly on company time and partly outside of it; boys sixteen to twenty-two years old; with definite course of study three to four years; partial support by the company; part of the school work conducted at the plant and part at the Association; students paying a tuition fee. The Association work for machinists' apprentices at South Bend, Ind., is a type. In no two places can exactly the same plan be operated.

(3) Special, on company time. Conducted in the daytime; include six to eight or more hours per week; on company time; boys sixteen to twenty-two years; definite course of study four years; entirely supported by the company; part of the school in the Association and part of the training at the plant; students paying no tuition fees. The school at Wilmerding is a type.

(4) A corporation school under Association auspices. School conducted in the daytime; four hours per week; on company time; boys sixteen to twenty-two; definite course of study four years; wholly by company's support; school conducted entirely in the plant but under Association leadership; students pay no tuition fees. The D. L. & W. R. R. Apprentice School at Scranton is a type.

(5) A corporation school on extension plan. School conducted in daytime; four hours per week; on company time; boys sixteen to twenty-two; definite course of study four years; conducted wholly on company support, in the plant under Association leadership but not in a city having an Association, being an extension of a system of such schools of a railroad company. The St. L. S-W. R. R. Apprentice School at Tyler, Texas, is a type.

(6) Building Trades Apprentice School. Three months

in winter, in the Association but parallel to a course conducted by the public schools and meeting the requirements of the building trades. Expense borne by the Association, toward which the students pay $27 in tuition fee. Such courses can be obtained free in the public school. The school at Chicago is a good type.

(7) Half-time cooperative schools. There will be many kinds of these, depending upon local conditions. Usually one boy attends school one day, or one week, while his alternate attends the next day or next week. It means two men employed each for half salary and half time for the same position. The support is shared by the company, the Association and the student. The course is to meet the need of the individual. The work in Cincinnati, Boston, or Detroit, is a type.

(8) Continuation schools may be conducted on any of the above types; day or night, or both; for men or boys, or both; with general or special courses, or both; supported by the company or the Association, or both; conducted in the plant or in the Association, or both, depending upon circumstances.

c. Organization and conduct

The following suggestions from experience may help in planning, organizing, and conducting forms of apprentice work:

(1) Attendance. One manufacturing plant may provide fourteen to twenty boys—the largest number one teacher can well handle—or two plants each provide seven or ten, or three each provide five or six, and so on. These boys should at least attend four hours—a half day—at the Association building or some central place, as on Monday morning from eight to twelve. Similarly any other group of boys from the same or different shops study for four hours on Monday afternoon, as from one to five. Often only one or

two boys will be able to leave the same department or shop at the same time. Depending on the number interested, the school would vary from one group of fourteen to twenty boys one half day in the daytime and on company time; to two, three, four or more groups for the other half days of the week.

(2) Finances. The expense should be borne partly by the company, which may furnish the extra equipment and pay $2 or more per month per student; partly by the students, who may pay $1 to $2 per month and also provide their drawing instruments; and partly by the Association, which furnishes the room, heat, light, janitor service, printing and supervision. The finances and business should be handled by the Association with the sanction of the managers of the plants involved. The employers should not be permitted to carry all of the expense, as they will often desire to do. For best results to the students, it is absolutely necessary for each boy to sustain his share of the expense and thus learn the value of self-sacrifice, of saving, and of carefulness. As the company pays the boy's salary while in school the boy can well afford to pay from $1 to $2 per month as his share of the investment.

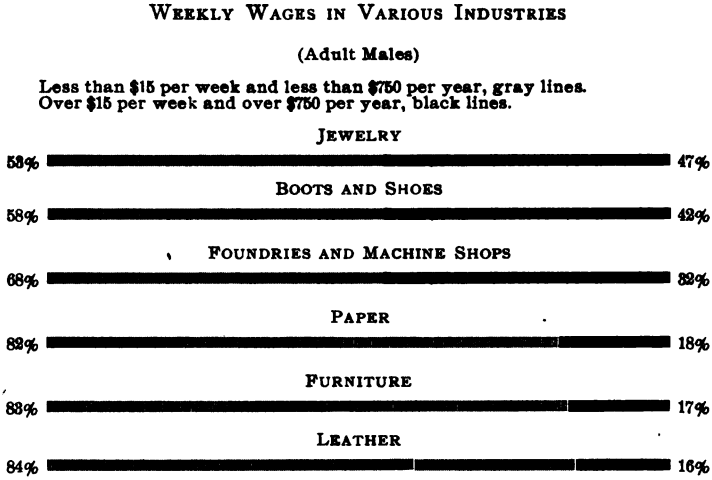
(3) The teacher and instruction. One good, practical, shop-trained man can well do most if not all of the teaching. He will be selected by the Association officers upon advice of the employers involved. He will visit the shops every week and be in constant cooperative relation with the foreman of the various departments, even if he does not give some of his regular instruction in the shop. He will report progress monthly. The instruction will be largely individual. No teacher should have more than twenty students, and twelve or fifteen would be better. The course will vary according to the needs and mental equipment of the boys and the position involved. It will naturally include: (a) Drawing—freehand, sketching, working draw-

ings and designs; (b) mathematics—arithmetic, "mill figures," shop mathematics; (c) mechanics and elements of machines; (d) business forms, reports, correct language of the shop; (e) shop practices and problems.

(4) Some results. Employers with experience in this work, either in the Association or in other schools, report very favorably on the results. They say that the loss of time of the boys from the shop, attending such schools in the daytime, does not affect the cost of the shop's product. In most cases the output is greater than when the boys worked full time. All employers pay the boys the same rate per hour for the time spent at school as for work in the shops. The attitude of the schoolboys toward the employer, foreman and machine is largely changed. All show an earnest spirit. Other things being equal, the best apprentice boy is one who has finished the grammar grades, if not the high school. Apprentice boys just entering such schools appreciate them the least, but a few weeks of shop life changes their attitude toward the school, as with older boys a few weeks of school changes their attitude toward the shop. The best foremen appreciate the value of such a half day of school per week on company time and cooperate to make it practical and efficient. They help the teacher, who is not a foreman or employee but who has experience in the methods, practices and needs of the most successful and best-trained shop men.

(5) Opportunity. Here is a definite opportunity and at small expense for the Association to effectively cooperate with manufacture, industry or trade in increasing the efficiency and industrial intelligence of employed men and boys and do it without any fad or formula. There would seem to be no reason why a large number of Associations might not start some such work. One Association with one teacher in a manufacturing or industrial center might easily provide for six, eight or ten special groups, each of fourteen to

twenty boys—80 to 200 in all—each group meeting one half day per week.



The wages for all employees in all industries range from $450 to $600 per year. When males alone are employed the average often rises to $750 or more. When women alone are employed the average often drops to $350 or less.

4. SOME SUGGESTIONS

A study of ways and means provided abroad for the better vocational training of employed men and boys to meet daily needs leads to some important suggestions concerning Association educational work among city, railroad, industrial and other men in North America, which is urged with much emphasis.

a. Quality

Though Association educational work among employed men and boys is improving here each year, yet if we are to provide facilities equivalent to those abroad we need to give the subject far more attention:

(1) To quality and efficiency in actually meeting particular needs.

(2) To thoroughness, patience in detail, and more careful work with individual students whether in the class room or out of it.

(3) To encourage thinking, reasoning, and judgment. We are relatively weak in these respects. The number of students and quantity of work done has increased relatively faster with us during the past twelve years, yet abroad they have produced a much more efficient product—a better type of result in its relation to industry, trade and manufacture. We must make our aim *quality* rather than quantity if we are to render best and most permanent service.

b. Time spent in study

Much more time must be taken for each fundamental topic, such as percentage or projection. Three weeks should take the place of three days, or three months the place of three weeks, in many things. We should be slow to think of handling subjects like shop mathematics, drawing or electricity, even in their simple essentials—their "fighting clothes"—in less than a season of eight or nine months instead of two or three months. This is a part of the price paid for best and permanent results. We may well emphasize all plans that develop the student's thought, understanding and growth. This all takes time. Without it we tend to make automatons and dependents.

c. Group courses

The best results abroad teach us that a group of three or more related subjects, like drawing, mathematics and English, should be carried on side by side, rather than the entire time being given to a single subject. The study of two or more related subjects in a course toward a vocation, trade, or branch of industry helps to preserve the mental balance

and development of each. This results in a much stronger foundation of thought, judgment and ability. The group course abroad has resulted in a broader development, a more thorough training and efficient preparation of artisans and tradesmen.

d. Shop and school

Strong emphasis is placed upon a closer relation between the two. Much time is given to work shop processes; the study of machinery, its care and efficiency; the proper floor arrangements for machinery to secure maximum efficiency and output. In day courses for boys between fourteen and twenty or twenty-two years of age, half of the entire time is spent on actual shop work. Students are required to sustain about the same relation to the instructor and the school for eight or ten hours per day as they would sustain as employees. In some places the shop product is sold or utilized in such way as to carry a part of the current expenses. This practice varies according to local conditions.

e. The art principle in relation to industry

In comparison with the rich and broad application of this principle in the majority of foreign schools we seem to be relatively starving here, owing to the lack of appreciation and effort in cultivating a love and a desire for the beautiful and the true, especially in our Association work in drawing, construction and applied design. In one city of Germany the evening schools give almost no attention to art and the beautiful as applied to the instruction in design and construction—a very rare exception. This is one of the homeliest cities in Germany. Its public buildings and public works are deficient in beauty. Within a few miles is another city—one of the most beautiful. Here much attention is given to drawing, sketching and industrial design as related to the beautiful. In one place the manufactured

SCHOOL FOR FIREMEN—RAILROAD, ST. LOUIS, MO.

PRACTICAL TALK TO RAILROAD SHOP MEN—SCRANTON, PA.

ENGINE PRACTICE AND ASSAYING—LOS ANGELES, CAL.

products are wholly lacking in artistic value, and they command but poor markets. In the other, manufacturer's products so designed as to combine beauty with efficiency find a wide market. The cities lacking instruction in the beautiful are very rare indeed. To prevent this nation from starving for want of the artistic and beautiful, there needs to be promoted all those influences that magnify simplicity, beauty and the true art principle, without losing sight of the elements of efficiency.

f. Exhibits and museums

These features abroad are used with increasing efficiency by all schools and educational movements among employed men and boys. Tours of inspection by groups of students—men and boys—are made to railroad shops, manufacturing plants and corporation offices in order to study systems, shops and processes. In Germany, France, Switzerland, Belgium and England industrial museums supplement this kind of work and are in themselves large educational institutions. Students spend much time in them studying development, processes and products. These museums are closely related to industry and commerce so as to be of the greatest use to students in various industries and vocations. Much use is made of them. Such features should be encouraged locally and nationally on this side of the Atlantic. Some Associations can reasonably plan on establishing such industrial collections or museums relating to industries of their city to which the instruction provided relates.

g. Trade and continuation schools

These institutions are numerous. The relations of labor organizations, which formerly were more or less in opposition to much of the industrial and all of the trade school work, are becoming more and more cordial and cooperative. Labor leaders recognize that the object of these institutions

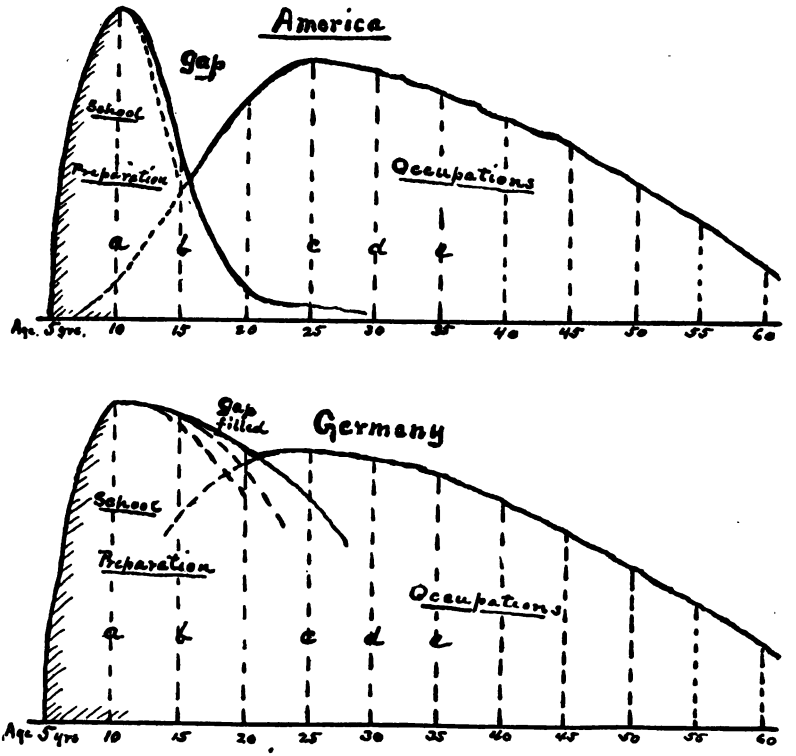
is not to lessen the value of labor, or to offer a short-cut for journeymen, but rather to provide for improved and efficient workmanship, help increase skill, and especially to help broaden and raise the industrial intelligence of all employed men. Relations with organizations are so cordial in many places that organized labor is given the right of way in mapping out courses, fixing standards, determining minimum requirements for graduation, instruction and equipment. In the relation of schools to manufacturers and corporations, cooperation is already extensive and increasing abroad. Many polytechnics and evening schools devote special courses of features largely to various trades or in the interests of particular manufacturing plants or companies. Apprentice schools have been increasing in numbers and efficiency during the past twenty years. Committees from industrial concerns are closely related to the administration of many schools.

h. Government support and supervision

Year by year educational facilities abroad, at first almost entirely organized, supported and supervised by private or corporate initiative, have so successfully proved their value and importance to men, industry and to national interests, that they now receive in whole or in part, government support and supervision. The advantage in this arrangement is in increasing unity of effort, more and better equipment, more efficient instruction. The seeming disadvantages are less responsibility upon local teachers to meet local needs, and a decrease of private and corporate initiative, both of which are necessary for best results. Such government supervision centers usually in the Department of Industry, or of Commerce and Industry, or of Industry and Labor, of the various national governments. So practical and efficient has this government supervision of public and supplementary schools become that the Young Men's Christian

PREPARATION VS. OCCUPATIONS

Graphic Estimates of Training and Life Work based on Government Reports



Explanation.—These graphic estimates concerning the relation of the school training of males and their vocations or life work, are based on census and government reports. The verticals, a and b show relatively the number of boys in school at 10 and 15 years of age in both North America and Germany. The verticals, c, d, e show the number of males as wage-earners. Note the difference between line b in North American and line b in Germany. Germany has developed a system of industrial and vocational training which is so closely related to both the schools and the industrial and business life that it has closed the gap and has turned the years of waste into further training for life. We must cooperate to close the "gap" in North America.

Association in one place at least finds it desirable to place its large educational work of 2,000 students under the special supervision and partial control and support of the city.

Our own Association educational work, including all of its many different lines of effort, both inside and outside the building—to one who has been observing it abroad—seems to be one of the most significant and far-reaching educational movements of the twentieth century in its possibilities. It is an agency of the church, supplementing the home, the school, the shop, the office and the vocation, leavening the whole with the spirit of Christ. Even with all its relative weaknesses and superficial results it is a powerful ally of trade, commerce and manufacture, a vital factor in building character, and well worth the service and energy of every citizen.

5. Vocational Guidance

a. Definition

To help a man or boy choose rightly that vocation for which he is best fitted, physically and temperamentally, is as important as to help him fit himself for a specific vocation. The Association has been successful in the latter, and now increasing attention will be given to the former. The boy without vocational guidance and proper training today is father of the bench warmer and unemployed.

"The wise selection of the business, profession, trade or occupation to which one's life may be devoted, and the development of full efficiency in the chosen field are matters of the deepest moment to young men and to the public. The vital problems should be solved in a careful, scientific way, with due regard to each person's aptitudes, abilities, ambitions, resources and limitations, and the relation of these elements to the conditions of success in different industries. An occupation out of harmony with the worker's aptitudes

and capacities means inefficiency, unenthusiastic and perhaps distasteful labor and low pay; while an occupation in harmony with the nature of the man means enthusiasm, love of work and high economic values—superior product, efficient service and good pay."

In a way similar to that by which boys and men, inadequately schooled or trained, have tried to meet the responsibilities of working life, they have struggled to fill occupations wholly unsuited to them. Thus they have wasted themselves, and business and industry have correspondingly suffered.

b. Experience

To remedy this state of affairs, vocational advise and guidance is now provided in several cities for school children and adults. The number of these facilities will increase as they prove their value and wise Associations will provide for this kind of service as far as opportunity, means and the development of properly trained leaders permit. In well-organized Associations such work will be closely related to and possibly under the direct supervision of the educational department. Where there are well organized employment departments some similar relation may obtain. A recognition of the needs and opportunities in vocational advice in connection with educational and employment departments will increasingly bind these two naturally related departments even more closely together.

c. Opportunity for service

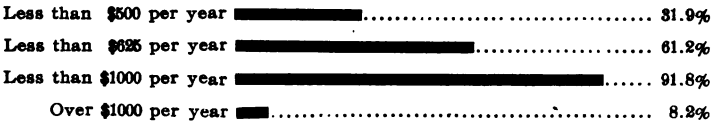
Until public schools incorporate it into the school program, vocational guidance will belong peculiarly to the sphere of supplementary education. As one such agency the Association has a new and rare opportunity for service. It will be expected to render as effective and thorough help as possible in aiding men and older boys, who have discon-

tinued public school attendance, to determine upon a vocation, a workable training for that vocation, and a successful plan of life work.

WAGES IN SELECTED INDUSTRIES

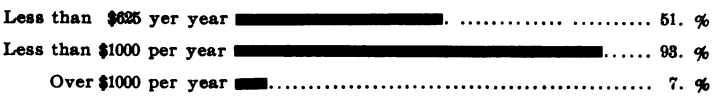
(Adult Males)

STEEL INDUSTRY—1910

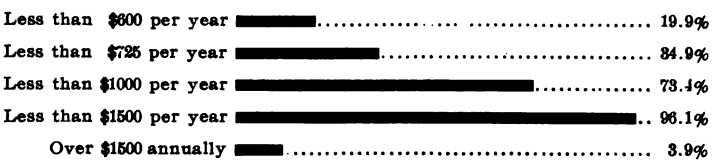


RAILROADING—1909

1,500,000 Employees, Including "Officers"



BELL TELEPHONE EMPLOYEES



d. Methods

In planning for such work an Association will wisely secure from other Associations or elsewhere, all possible information, advice, printed matter and other desirable suggestions. For successful results only the most experienced and mature supervision should be provided. Occasionally, by extra study and preparation an Association officer may fit himself for such service. His work, however, should be supplemented by vocational experts if their services can be secured, and especially by those who have the most intimate knowledge of industrial and business conditions, needs, opportunities and requirements. Thus will be

combined friendly interest and assistance, expert counsel and practical business direction. Special blanks employed in established vocational bureaus should be used for purposes of consultation, record and guidance.

The following books are recommended for reference: Frank Parsons, Choosing a Vocation; Meyer Bloomfield, The Vocational Guidance of Youth. In addition there is a large list of books and special articles to which young men may be referred, which relate to choosing and planning a career, and to various occupations, their opportunities and requirements. By providing a reference vocational library and through lectures, talks and clubs, an Association can render a lasting service to large numbers of young men in the vital problem of life work.

6. Agricultural Training

a. Opportunity

Careful study of the field and a desire to serve in any needed direction will lead many Associations in city, industrial, railroad, rural or other fields to provide training or facilities for instruction in agricultural and allied subjects. Such facilities may be provided through talks, lectures, exhibits, clubs, classes and home or extension reading. Vocational education today includes special training in agricultural as well as in technical, business or commercial pursuits. Such facilities should be provided, therefore, for those men or older boys who desire a knowledge of scientific, up to date methods of agriculture, but who are not able to attend long or short special courses at a regularly established agricultural college.

b. Methods

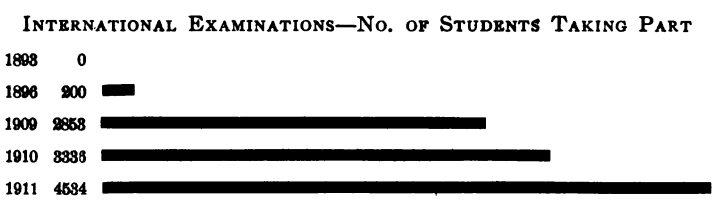
The work should be developed to meet local conditions and, therefore, each subject should be taught with particular reference to the peculiar soil, climate, physiographic, geo-

graphic and commercial situation of the local district. Of course, the facilities and instruction provided for this form of vocational or avocational training are to be carefully adapted to meet the practical needs of those men and boys that the Association proposes to serve.

It is advisable for an Association to secure the services, which in all probability will be gladly given, of agricultural college and experiment station teachers and experts, and of others prepared for such service. Special courses in any subject may be provided; also short or long term institutes, lasting from two or three days to several weeks. Much valuable advice and direction may be secured from the above-named colleges and stations, state departments of education or agriculture and from the agricultural department at Washington, D. C.

c. Subjects

Associations have successfully conducted courses in agriculture; corn raising and judging; dairying; apple, orange and grape culture; poultry; forestry; grain grading and judging; soils, farm management, etc. Much of this work has been conducted in connection with special lecture courses and classes. Experimental work, research and definite practical effort has frequently been conducted successfully through clubs and small cooperative groups of either men or boys. The boys' agricultural club is typical.



IX. MISCELLANEOUS

1. THRIFT

a. Importance

The economic status of the individual depends upon three things at least—earning capacity, spending ability, saving habit. The first regulates the amount of income; the second determines the purchasing power of the amount earned; the third paves the way to independence.

The welfare of the man, single or married, depends upon a systematic and careful regulation of each of these three items. No matter how large or small his wages or salary, if he does not spend his money wisely and carefully or save a definite per cent weekly or monthly from his income he is running serious chances of trouble later in life.

The purchasing value of a dollar depends largely upon the way it is spent. There are certain items of expense for everyone, as rent, food, clothing, incidental expenses due to sickness and pleasure or self-improvement. The proportion spent for each should be carefully regulated, and one owes it to himself to see that he gets as much value as possible out of every dollar spent for these items.

The Associations have successfully increased men's earning capacity. Some have attempted and some have succeeded in directing their attention to personal and domestic economy in the matter of expenses and savings. Lectures and talks, reading notices, clubs, and even some class work has been promoted to this end.

b. Methods

Problems of rent, light, heat, marketing, clothing, insurance, house furnishing and similar topics are important subjects. Associations can easily and systematically adapt talks and discussions to these topics both outside and within the building.

Accumulation is the next step in thrift, and like its fellows should be observed systematically and regularly. Thrift is a virtue and no virtue is ever acquired without effort; yet no effort will pay larger dividends in actual money. A dollar saved is worth more than two dollars earned. A dollar put at interest is a faithful, silent partner working twenty-four hours a day, while the spent dollar is like a lost friend—gone forever. Money may be doubled in from ten to sixteen years, depending on the rate of interest. At 7 per cent, the interest added semi-annually, savings will double themselves in less than eleven years.

Thrift is largely a state of mind, but it invariably produces a new condition of bank account. Fortune's ladder rests on a foundation of small savings; it rises higher and higher by the added power of interest. The secret lies in regularly setting aside a fixed portion of one's earnings, for instance, 10 per cent; better still, 10 per cent for a definite object, such as a home, an education, a trip, or a competency.

As a privilege and a duty it is just as important for the Young Men's Christian Association to organize and promote all possible means of encouraging and bringing a helpful pressure toward systematic savings among boys and men as to increase their earning capacity. As an educational influence and a wholesome discipline, thrift and its companion influences of economy in living, wise and sensible provision for the home after setting apart a definite amount of the weekly wage or salary, are as necessary a part of manhood building as are the pure educational, physical and religious activities of the Association.

Many Associations have promoted this idea at one time or another. It would be well for the Associations to double their interest and greatly multiply their efforts in this most important matter. In every community one will find various agencies by which savings can be systematically encour-

aged and most successfully promoted. Each individual, or each Association, is urged to cooperate with that kind of savings organization, preferably within easy reach by mail or in person, with which it can make most convenient arrangements.

Pratt Institute Thrift, Brooklyn, N. Y., is one of the best typical savings and loan institutions in America. It promotes habits of thrift; encourages people to become prudent and wise in the use of money and time; helps place in strong contrast habits of economy as against those of extravagance; assists people to buy or build homes for themselves, or to accumulate a fund for use in an emergency or maintenance in old age and to do such things as experience shall prove to be beneficial to accomplish such results. The Thrift is a constant source of stimulation toward savings for each of the 4,000 students of the Institute, as well as for the community at large.

In encouraging thrift, our schools and organizations seem to be far behind those in many foreign countries. As an illustration which is typical of England, Germany and Switzerland, the various educational institutions of Manchester, England, have been promoting thrift since 1877. In the schools and polytechnics of that one city, with its total of 125,000 students in all schools, there are now 349 school thrifts or banks with 52,622 depositors among the students alone, and the amount deposited in 1910 alone was $240,000. If each Young Men's Christian Association could similarly encourage thrift in North America, the result would be of the greatest beneficial influence to all concerned.

2. Civic Training

a. Conditions and needs

One of the sources of political rottenness and corruption, of boss rule, of open trafficking in public confidence and

office, of selfishness rather than disinterested and true civic service, is that new voters begin to exercise their franchise rights before they know what citizenship means and before they realize that citizenship implies obligations as well as rights. Citizenship and a democratic self-governing system requires civic service in the sense that each man is expected to bear burdens as well as receive benefits conferred by citizenship. His relations to his fellow men and to the political, moral, economic and social welfare of the community in which he lives should be a matter of abiding and well-informed interest. But the large majority of boys leave school without being adequately trained in citizenship, knowing comparatively little of the fundamental Western ideals and of the means and methods by which we seek those ideals. They may easily fail to appreciate them and be led into practices and conceptions dangerous to or even destructive of democracy.

As a supplemental educational agency the Association, because it deals almost entirely with men and boys, has not only an opportunity but also a responsibility in helping to create right ideas and ideals of citizenship in the minds and hearts of those boys and men whom it can influence and train.

b. Methods

Among some of the methods effectively used in promoting this work, Associations have employed lectures and talks, clubs, classes, reading courses, investigation trips to civic centers and public utilities, local research and various forms of social welfare propaganda aimed to benefit the local community. The latter have been promoted in various forms to meet local needs because concrete service possesses a value which theoretical discussion, reading and, debating do not supply. Much of the best citizenship training has been promoted through boys' departments, many of which

have been organized on the self-governing basis, under proper leadership. By organizing on the basis of and observing the methods of municipal, state or national government, many boys have been very effectively trained in the ideas and machinery of democratic government.

c. Civic program

A civic club for either men or boys may render effective service through reading, investigations and study with at least occasional concrete effort on the following subjects:

(1) City government departments—Fire, health, water, police, public works, education, and others.

(2) Public utilities—Water power, gas and electric light supply, transportation, and so on.

(3) Civic improvements—Parks, playgrounds, streets, public baths, and public buildings.

(4) Political organizations—Local parties, caucuses, primaries, conventions, and elections.

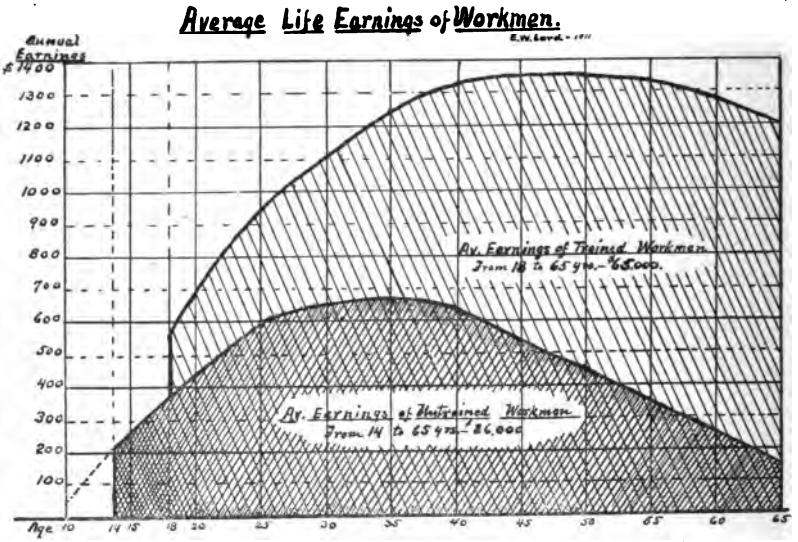
(5) Public health—City growth and overcrowding, care of streets, food supply, sanitation, housing conditions, epidemics and preventive measures, tuberculosis prevention, factory and working conditions, safety appliances, public school sanitation, liquor selling, domestic hygiene and sanitation.

3. Visual Instruction

a. Principles and importance

The advantages to be secured from concrete visualization may be had in any of the educational features enumerated herein. Eighty per cent of our sense impressions, it is said, reach us through the eye; they are eighty per cent stronger also than other sense impressions, such as those of hearing, taste, feeling, and smell. That which we see we are more likely to appreciate and remember.

Modern pedagogy in many directions lays increasing emphasis on visual education. By means of pictures, charts, outside trips, observation tours and symbols the child is led to develop from within outward by natural response to the intelligence and emotional stimulus provided objectively. The same principle obtains in training the older child or the adult, the stereopticon and moving picture perhaps being the best known and more general method of visual education.



Carefully note the advantage, in earning capacity, of a person who has spent the time from 14 to 18 years of age in studious educational training rather than working at some "dead end" or blind alley job.

b. Methods

Every Association can make profitable use of a good projecting and reflecting outfit. Class or club work in practically any subject can be stimulated and made more effective by the use of lantern slides and reflected charts,

diagrams, instruments, pictures and objects. Illustrated lectures and talks, formal and informal, inside or outside the building, are generally more attractive than those which are not illustrated.

Visual demonstration, however, is not limited to the stereopticon, reflectoscope or moving picture. Similar good results are secured by the use of apparatus in all kinds of scientific popular discussions, exhibits of tools, machines and products, collections, charts and diagrams, stereoscopic series, and other means.

4. Social Service

a. Survey

Modern social philosophy has added "social regeneration" to the idea of "individual regeneration." Today the social student is accustomed to think of the individual not merely as an abstract unit, but also in relation to his environment and to the conditions under which he lives. An accepted principle among those trained in such service today is that salvation of the individual and his realization of all his possibilities—socially, mentally, physically, economically and religiously—cannot be secured without the proper functioning of those beneficial influences which affect the individual. By the same principle, also, those conditions of living which operate against individual and social welfare are attacked as near at their roots as possible. The modern social worker seeks to improve "conditions of living" as well as to help the individual.

The Association has rendered most effective service in helping the individual. A large share, and probably the best part of its effort in the past, has been given to "members," but the Association, with added strength and influence and representing all phases of community life, appreciates increasingly the trend of modern social philosophy and seeks

to serve in even larger fields. Experience indicates it will succeed in this direction in proportion and just as fast as it is effective in really successful individual regeneration.

b. Definition

A special commission representing the Educational Secretaries Association defines social service in relation to educational work as follows: "Distinctive social service is altruistic work performed by the Association or a group in the Association in behalf of the community or a group in the community thereby promoting the general social betterment of that community or group. Preparatory social service, through special lectures, talks, clubs, instruction, research and inspiration fits the individual, group or Association to serve. Social service in behalf of social welfare may be promoted directly by the Association or an Association group." Thus an Association would seek to serve the community which it represents as well as its members.

c. Forms of service

Association educational work as a whole, with its increasing variety of activities, its altruistic objective, its special emphasis on pioneer service, its aid and stimulation to other educational efforts, all make it a most practical form of Christian social service. But there are some added forms of social service, closely related to the Association as a supplemental educational agency:

(1) To establish, or improve public educational facilities for industrial training, citizenship and moral instruction, vocational guidance, and continuation schools.

(2) To cooperate with schools, libraries, parents, employers, truant officers and others to keep boys in school. This is an attempt to prevent a most serious evil, rather than try to cure it later.

BOYS' SUMMER SCHOOL CLASSES—BUFFALO, N. Y.

(3) To promote instruction in English, civics, geography, thrift, and North American history to non-English speaking men and boys.

(4) To promote, in cooperation with physical departments and health boards, instruction in personal and public hygiene, sex problems, tuberculosis prevention, and all matters of public and private health.

(5) To encourage all good efforts to (a) secure pure milk, pure food and water; (b) provide sanitary streets, markets and public conditions; (c) encourage better housing conditions and public improvements of all kinds.

(6) To promote exhibits in the interests of labor-saving and life-saving devices, of child welfare interests, of industrial processes and products, or of business and industrial efficiency.

(7) To encourage other public and quasi-public service institutions, such as public lecture courses, Chautauqua extension, educational moving pictures, public playgrounds, recreational and educational centers, church extension, social settlements, welfare associations, employees' associations, thrift and savings institutions, and public and traveling libraries.

(8) To train leaders for effective social service, as the Association has been training boys and men for more effective commercial and industrial work.

d. Cautions

A distinguishing feature of Association social service is the desire to serve others as well as those within Association membership, and the community at large without corresponding pecuniary reward. The danger which may confront any Association is found in the opportune task being larger and more complicated than the Association is prepared to undertake. In such service, however desirable, great care should be observed that the Association, by unprepared

activity, does not diminish or limit the possibilities of future service. An institution, like the individual, in order to find its life must lose it. If it loses itself in altruistic service, it will find redoubled strength for greater service. Among other things the Association should constantly endeavor to counteract every appearance of a threatening, selfish or commercial spirit, largely a product of modern times, which is in conflict with Association principles and with the teachings of the Master.

5. Exhibits and Contests

a. Value

Demonstrations in connection with any feature of educational work, especially clubs and classes, are valuable means of arousing interest, directing attention and stimulating thought.

b. Variety

Among such features may be included:

(1) Business shows, at which local or other business concerns or interests show their methods, processes of manufacture or products. Exhibits and demonstrations of modern office and shop appliances elicit substantial interest and may be incorporated in the year's program of instruction in commercial and business subjects.

(2) Contests, such as stenographic and typewriting speed, aëroplane, show card writing, window dressing, advertising writing, music, first aid, photographic art, illustration and cartooning, and drafting. Such contests, primarily for Association members, may well be opened to the community.

(3) Expositions, chiefly for boys, in which all boys of the community may exhibit handicraft products, pets, collections and other boy life interests. Special attractions

may be singing, oratorical, dramatic, life-saving, and other contests.

(4) Exhibits. At any time displays of class, shop or laboratory work, as drawing, arts and crafts articles, and any products of students' efforts, may be made in lobbies, parlors, offices, store windows and elsewhere. This is exceptionally good advertising.

c. Effects

Associations have used all of these features successfully, varying them with circumstances and conditions. Students and club members can always be expected to assist in exhibits, shows and contests in which they have some direct interest. Business men may be encouraged also to lend assistance to the work through enlarging their cooperative interest and effort. Such features are particularly attractive to boys to whom the idea of contest, display and exhibition is especially alluring.

APPENDIX.

I. Development of the Educational Secretaryship.

1. History.

In the fall of 1892 Mr. W. H. Coughlin, who for a year or two had been teaching freehand drawing and one or two other subjects in the Association at Brooklyn, N. Y., was asked by Mr. Edwin F. See, the general secretary, to give half of his entire time to definitely promoting the educational class work, the lectures, library and reading room features of the Association. For two years he thus served half time, and from 1894, gave full time to such work, until 1906, when he was made librarian of the Brooklyn Central Association and also educational secretary "emeritus." Thus began the work of the educational secretaryship, W. H. Coughlin being the man, and Brooklyn Central the Association.

In 1892-93, at Springfield, Ohio, W. J. Frazer, the general secretary, and D. F. Graham, a skilled mechanic, both with a conviction that the Association should be helping men in their industrial vocations, conducted courses in pattern making, tool making and cabinet work, all supplemented with appropriate mechanical drawing and shop mathematics. This work was done in an unused part of a foundry and blacksmith shop two blocks from the Association building. The students made drawing tables, including the patterns for the iron castings, work benches, cabinets, and other forms of equipment, thus making their work largely self-supporting. A few Associations purchased the drawing tables thus made. Such was the beginning of shop work or vocational training along industrial lines in the Association.

In 1894, the Association at Hartford, Conn., employed Mr. N. P. Work, at first for part time and a year or so later for full time, to promote educational work with emphasis on wood working, manual and industrial training. The same year Mr. W. M. Wood began promoting appropriate educational features in the Chicago Association, giving his entire time to it. No person in the same length of time has done more than he to help the Associations understand and appreciate the value of supplementary educational work among boys and men. The same year Mr. W. M. Sherman, on part time

at first, began promoting educational work at the Twenty-third Street Branch, New York.

In 1896, Mr. F. P. Speare was engaged as educational director of the Boston Association, which he still serves. In 1896, W. F. Hirsch began a similar service in Buffalo. In 1898, J. F. Hill entered similar work at Cambridge, E. A. Purdy in Minneapolis, and Abram Ebersole in St. Louis. The next year Mr. W. B. VanAkin began his work in Detroit and A. A. Macurda in San Francisco.

Thus, hastily, we have noted the beginnings of the educational secretaryship. In these early days many public educators made light of such work being done by the Young Men's Christian Association and boards of directors very generally opposed it. Through years of patient, faithful effort on the part of these early secretaries and others, a small number of Associations began gradually to change their attitude from opposition to toleration, and then later to some interest in promoting appropriate educational work for men and boys under Association auspices. These pioneer leaders often served for only half time and with small salaries. They were men of deep conviction, of much patience, and with the firm belief that the Association had an equally large opportunity and responsibility to help men and boys prepare for life's duties educationally as it did to develop them in health, and that the entire training of a man for best results must include Christian character building. As such no more important phase of service could be attempted.

Before 1896, there were only five educational secretaries, with salaries ranging from $400 to $1100, with no stenographic or clerical help, and serving from ten to fourteen hours per day with no time to themselves. Now (January, 1912) each of the seventy Associations with educational supervision has from one to ten men giving their entire time, either as assistant secretaries or heads of various sections of the educational department. The salaries for the senior secretaries range from $1000 to over $2500, they have more or less of stenographic help, spend an average of less than ten hours per day at their work, and have one day and often two evenings per week to themselves.

The following comparative statement shows the growth of some phases of this work from the beginning of International encouragement:

1893		1911
1	Associations with educational secretaries,	69
5,790	Good books read,	629,796
560	Lectures and practical talks,	8,356
162	Educational clubs,	983
500	Paid teachers,	2,549
12,000	Different students,	61,851
25	Courses or subjects,	120
$60,000	Expenses,	$773,303
0	Tuition receipts,	$528,206
0	Apprentice schools,	12
0	Day work—students,	4,281
0	Employed Boys—class work,	9,734
0	Summer schools—students,	2,938
0	Educational work outside building,	79

2. Facts about Educational Secretaries.

In the following figures only the senior educational secretaries who have served two years or more are considered.

1. In the educational training of senior educational secretaries we find that of the forty-seven men who left the work, 26 per cent had a public school training, 39 per cent a secondary school and college training, and 35 per cent were graduates of universities. Of the seventy men now serving, 19 per cent have a public school training, 45 per cent a secondary school and college training, and 36 per cent are graduates of universities.

2. As to their ages, fourteen are between 20 and 30, thirty-five are between 30 and 40, seventeen are between 40 and 50 and four are over 50. Seventy per cent of them are married.

3. The number reported from year to year, shows five in 1895, eighteen in 1900 and seventy at present (January, 1912).

4. The tenure of service is of much interest. Twenty-two men have served a minimum of two years previous to 1911; 20 have served three years; 16, four years; 14, five years; 12, six years; 9, seven years; 8, eight years; 7, nine years; 2, thirteen years; and 2 others, sixteen years or more. The average length of service of these men is a little over five years.

5. The salaries of such men average as follows: 1892, $400; 1895, $917; 1900, $1216; 1905, $1356; 1910, $1491; 1912, $1547.

6. The following men have given full time as senior educational secretaries eight years or more: L. B. Austin, now of Los Angeles, ten; H. M. Gerry, now at Cambridge, nine; H. A. Woodcock, now at Seattle, nine; J. G. Perkins, Chicago, nine; W. F. Hirsch, eight; W. H. Sherman, eight; P. R. Lawton, now at Dayton, eight; J. F.

Hill, eight; W. M. Wood, nine; A. G. Bookwalter, nine; W. B. VanAkin, thirteen; W. H. Coughlin, thirteen; F. P. Speare, Boston, sixteen; G. B. Hodge, nineteen.

3. Why Men Remain.

A more or less careful study of local conditions, qualifications and characteristics of men who have left the educational secretaryship, reveals the following reasons: (a) Lack of encouragement and co-operation of the Board of Directors, Committee, general secretary and other officers. This is perhaps the chief reason for so many leaving the work entirely—specially of those whose other qualifications would lead them to be successful. (b) Anxiety to be independent and freed from the kind of relationships in team work which seem so very necessary for the life of an Association. (c) Dissatisfaction with the salary and offers of larger salaries elsewhere. (d) A rather limited supply of real, earnest Christian conviction about this kind of educational service among boys and men. (e) Restless, team-work qualities small or lacking, impatient, ambitious for a showing in large numbers with comparative little interest in increasing quality and efficiency.

Among the conditions and qualities prominent in the majority of the men who remain, often declining offers of larger salaries, are the following: (a) Strong Christian character and a deep conviction concerning the place of the Association educationally in helping boys and men. (b) Encouragement and cooperation from the secretary, the board, and other officers. (c) Qualities of successful team work, including helpful cooperation with other departments. (d) Patience, tact, faithfulness, foresight. (e) A firm belief in quality of service rather than in quantity. (f) A realization of the cumulative value of continuous service in educational work—a fact of greater value in this department than in any other department, because of the growing standards in educational matters recognized by the public.

Of the forty-seven senior educational secretaries who have served two years or more and then left such position, 25 per cent have entered business pursuits of various kinds; 30 per cent have entered the professions, either teaching, the ministry or settlement service; and 45 per cent have entered other positions in the Young Men's Christian Associations, most of them that of general secretary. Indeed, from the ranks of educational secretaries, a larger proportion of general secretaries have been drawn than from the physical, boys' and religious secretaries combined.

With the development of this work in its tenfold variety, its fivefold membership, its many fold increase in quality and efficiency, its hundredfold financial interests—there come corresponding increased demands for ability and training of men as educational secretaries and for higher quality and character of work done among boys and men. The educated public invariably unconsciously measures our work by its own standards of quality and efficiency.

II. State Educational Supervision.

In 1900, George S. Budd was employed by the State Committee of Massachusetts and Rhode Island to encourage and promote Association educational work throughout the Associations of the two states. He gave his entire time to such wise promotive effort. This proved to be one of the best steps yet taken. In 1903, being called to the state secretaryship of Ohio, he was succeeded by A. G. Bookwalter, who efficiently served in that capacity seven years, when he in turn became state secretary of Ohio. Mr. W. C. Smith succeeded Mr. Bookwalter in Massachusetts and Rhode Island in 1910.

Following the example of Massachusetts, the state committee of Ohio in 1901 similarly employed George B. Landis as state educational secretary. With the exception of the interval, 1904-05, Mr. Landis successfully served his constituency until 1908, since which time he has been in the general secretaryship, at present in Aurora, Ill.

In 1907, New Jersey State Committee similarly employed M. A. Leiper. He served one year. In 1910, New York State Committee employed E. C. Myers to give half time as its state educational secretary. He resigned May 1, 1911.

Money invested in the right kind of men promoting educational work, by any state committee, proves to be one of the best investments made. Such service strengthens the large Associations with their educational secretaries, and materially aids all the smaller Associations.

III. The Educational Secretaries Association.

In 1895, at Springfield, Mass., the first Association of Educational Secretaries—then called directors—was organized, consisting of the following men as charter members: W. H. Coughlin, Brooklyn; W. H. Sherman, New York; W. P. Shriver, Baltimore; R. W. Putnam, Kalamazoo, Mich.; D. F. Graham, Springfield, Mass.; and

G. B. Hodge, New York. The session was held in connection with the International Convention. An elementary constitution was drawn up and those present felt that an important step had been taken. Interest in educational work, fostered by the International exhibits at Indianapolis, the Chicago World's Fair in 1893, and the International Convention in '95, was relatively strong and popular for those days. With the exception of a small group session in Mobile in '97, and at Grand Rapids in '99, no regular sessions were called until 1901, when a two days' conference was held in New York, and the society of Educational Secretaries was really reorganized with seven names. At the conference of 1902, in Mt. Lake Park, Md., progress was made toward a statement of the fundamental objects, and principles of Association educational work.

In 1893, at Lakewood, N. Y., an epoch making conference was held with a relatively large attendance,—there being 11 members of the society present. The constitution as we practically have it at present was then prepared and adopted and the society was made the first loyal son of the parent organization of the Employed Officers Association. The constitution and policy became the example of several other organizations as boys', religious work, and employment secretaries.

The important sessions of the conference at Buffalo in 1904, at Niagara Falls in 1905, Indianapolis in 1906, Washington in 1907, Atlantic City in 1908, and Omaha in 1909, have each been characteristic, practical, helpful and constructive. The attendance has usually been small. Each year has shown a larger variety of interests, more complex relationships with which to deal, and the steadily growing respect and support of the public. As the educational work develops it necessarily is vitally concerned for the best good of men and boys in the city, railroad, county, colored, army and navy, and industrial departments. Thus special attention by specific men must be given to these various departments. Then, too, we are beginning to see a closer relationship between the educational and the religious work, and the physical work,—as in the joint conferences of educational with boys' or physical men in 1911. Indeed no phase of work or department can stand alone to-day and best serve its purpose.

One of the most significant steps of this educational society was taken at Atlantic City in 1908, when commissions were organized for definite study and research of important phases of educational work. Much good has already resulted from these commissions and we look for far greater development in the future.

IV. Necessity for Study of Association Educational Work.

Men who make good in the majority of positions today are those who have been obliged to give from five to ten years to a study of the history, principles and policies governing the work of the position held. The day is past when the "jack-of-all-trades" can accomplish much in any distinct vocation, much less in any effective modern Association service. The successful electrician has given years of study, research and laboratory practice to the ever increasing complex problems interwoven with the expanding science of electricity. So it is with the even more rapidly growing interests of applied chemistry in its relation to industry, manufacture and modern life.

The men who are to successfully carry the burdens of educational leadership in local Associations ten years hence must spend increasing time and thought on the ever enlarging variety of problems and policies concerning appropriate educational facilities among men and boys, and the progress made toward the solution of some of these problems, not only by the Young Men's Christian Association, but by many of the educational movements of the present day.

To this end the Association training schools at Chicago and Springfield are giving more and more thought each year. The training centers in a few local Associations afford opportunity for some such study of educational work. This book, "Association Education Work for Men and Boys," is provided as a complete handbook for such study by individuals, either alone, in training centers, summer schools or elsewhere.

Any person, either as educational secretary at present, or planning to enter such service, is urged to make a careful, thoughtful and rather lengthy study of the material in this volume. If he can supplement such study for two or three years by visitation of various forms of educational activity, carry on the suggested reading courses for educational secretaries and attend the summer schools for such men in July and August, he will find such study not only absolutely necessary, but one of his best investments for successful Association service.

V. Summer Schools for Educational Secretaries.

The following is a brief outline of the topics covered annually in August at Silver Bay, N. Y., in a three-year course for educational secretaries. The course is adapted to meet the experience and

maturity of the men. It includes systematic work five periods per day,—one of which is in Bible study, one in Association principles and fundamentals, and three in technical educational topics. The work is made more and more helpful and practical each succeeding year. A similar course, at present covering the first two years, is given at Lake Geneva, Wis., annually in July.

First Year—This course is limited to Association officers and others who have had but little experience. It involves one daily session in Bible study; one in Association principles; eight sessions on fundamental educational principles; ten on educational features; and fifteen on methods. It involves such topics as: How study the field; how to advertise; how to secure teachers; how to organize and conduct class work; the educational secretary, his qualifications and duties; finances and many other topics.

Second Year—This course is limited to those who have completed the first-year course, or its equivalent in a number of years in successful service. It includes one session daily in Bible study; ten sessions on history, principles and pedagogy of Association educational work, ten on educational features and their extension; and twelve on administration and conduct. It includes such topics as: Association pedagogy, industrial education, apprentice schools, the budget, text books and courses, day work, vocational guidance, special schools and others.

Third Year—The course is limited to those who have completed the work of the second year. In addition to Bible study daily, it includes eight sessions on supervision, history and principles; ten on features, problems and administration; and sixteen on seminar work in which each student has spent many days in research and study preparing his thesis beforehand, and in which he is required to defend the same before the Institute for one or two sessions. It also includes some advanced problems, conferences and work with one or more outside authorities. Satisfactory completion of the requirements for the three years' course entitles one to receive the honors of graduation. Seventeen men have won such honors in the past three years.

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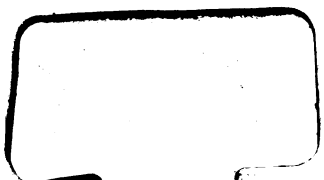
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